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The Bulletin

Official Organ of the
National Association of Teachers in Colored Schools

VOLUME XI

CHARLESTON, W. VA., OCTOBER, 1930

NUMBER 1



Twenty-seventh Annual Session National Association Teachers Colored Schools, Virginia State College, Petersburg, Va., July 22-25, 1930

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WASHINGTON, D. C., JULY 28-31, 1931

THE BULLETIN

VOLUME XI

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Letters to the Editor, contributions, news notes books for reviews, change of address, application for membership in the Association, subscriptions, advertising space and rates should be sent to W. W. Sanders, Box 752, Charleston, West Virginia.

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THE REGISTRAR, Howard University, Washington, D. C.



FANNIE C. WILLIAMS, Principal
Valena C. Jones School, New Orleans, La.
President, National Association of Teachers in Colored Schools

THE BULLETIN

VOLUME XI

CHARLESTON, W. VA., OCTOBER, 1930

NUMBER 1

PRESIDENT WILLIAMS' MESSAGE TO TEACHERS IN COLORED SCHOOLS

1922 Louisiana Avenue,
New Orleans, Louisiana,
September 30, 1930.

To the Teachers in Colored Schools,
Dear Co-Workers:

My thanks and appreciation are extended to the Teachers in Colored Schools for the great honor bestowed upon me—the election to the presidency of this constructive organization. I am aware of the fact that this distinguished honor carries with it new duties, responsibilities and a larger chance for service. Your cooperation and good will are earnestly solicited in carrying out the policy of the organization.

Never before in the history of the organization has there been keener interest in the vital problems of education and of equal opportunities for all children. Excellent examples may be found in the program rendered at Petersburg, in the present day tendencies revealed by state officials, presidents of colleges, principles of high and elementary schools, in their method of selecting and recommending classroom teachers for sabbatical leaves of absences to study at leading colleges; in the program furnished by states for better school buildings, equipment and longer school terms; in the effort of states to consolidate one-teacher schools; in the campaign for introducing efficient supervision for improvement of classroom teaching; in the selection of teachers from the N. A. T. C. S. to serve on several committees of the White House conference for Child Health and Protection.

The nation today realizes the importance of the classroom teacher. A trained, efficient classroom teacher in every schoolroom is the slogan. If the seven cardinal objectives in education are to be realized, the accomplishments of the work will depend upon the ability of the classroom teacher to lead, guide, direct, instruct and to give opportunities for actual participation in every situation to those in her care.

The program launched by Dr. M. W. Johnson during his administration will be continued this year. Special emphasis will be placed upon the work of the classroom teacher in a Factual and Critical Survey of Negro Education. Supervisors, superintendents, principals and teachers are encouraged to send to the Bulletin—the official organ—examples of the results obtained from the study of classroom problems. "The Classroom Teacher Presents her problems in a Factual and Critical Survey of Negro Education" will be an excellent theme for the year 1930-31.

There are eight essentials necessary for an effective school system:

1. Trained, capable, conscientious teachers.
2. A trained and understanding administrative and supervisory staff.
3. A living and developing curriculum adapted to social and industrial needs.
4. An adequate school plant.
5. A school term of reasonable length and high regularity of attendance.
6. A just and effective method of providing school support.
7. An effective form of organization.
8. An intelligent and supporting public.

"No matter how well a school is otherwise equipped it will not be a good school unless it has good teachers. In working for good schools a community should first of all strive to place a trained, capable, and conscientious teacher at the head of every one of its classrooms."—*N. E. A. Bulletin*.

The opportunities of the N. A. T. C. S. will multiply as members of this organization recognize a unity in the program of Negro education and become vitally concerned with its advancement. All members should think about the problems and the next step required in their solutions. The outlook for the association will grow brighter day by day as the teachers in the schools for Negroes realize increasingly their opportunities and obligations to make this association function to the best advantage. Your obligation as members of the association does not end when you pay your membership fee. The fee is the smallest part that you are called upon to give. As members, you are urged and expected to secure the interest and support of all teachers who are non-members. You are urged further to give time and thought to the problems of Negro education first by making your own school or your own service as efficient as possible and secondly, by finding out what you can do to help the general cause and doing it.—*L. M. Favrot, N. A. T. C. C. Bulletin*.

These excerpts sum briefly the problems facing the National Association of Teachers in Colored Schools. To solve these problems the cooperation, goodwill and service of every teacher will be needed.

The first step in the solution is the membership campaign. Each state, county and city will launch a membership campaign this fall under the direction of the Executive Secretary. Become a member. Do your part in fostering the ideals and objectives of

(Continued on page 24)

GREETINGS FROM THE NATIONAL EDUCATION ASSOCIATION TO THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

By MISS E. RUTH PYRTLE, Past President, National Education Association

Mr. President and friends:

I appreciate the honor and privilege of bringing you greetings from your parent organization, the largest organization of educators not only of the United States but of the world. I congratulate you, Mr. President and this Association, upon the splendid program set up for this meeting of the National Association.

No group of educators have a finer opportunity than have the educators in this field to meet an educational need.

Your splendidly planned program which emphasizes essential values in the tractional subject matter together with proper emphasis on modern trends in education to fit modern needs and demands will inspire and help not only this particular field but the whole field of education. I could wish nothing better for ALL of the children of America than to have them enjoy the opportunities and benefits provided for our best schools where I have been privileged to visit this past year as President of the National Education Association. It is most encouraging that more and more teachers are leading pupils to thinking, weighing, measuring, reasoning, making judgments, and letting memory become the by-product rather than the main objective in the day's program.

Having a keen sense of vital values will cause us to put emphasis on "first things first." Dr. Dewey says that in our schools we have freed individuality in many modes of outer expression without freeing intelligence, which is the vital spring and guarantee of all these expressions. It does not take new or different equipment than we now have in nearly all schools, but use of the equipment or environment in a more profitable manner. For example he says, take the child out of doors widening and organizing his experience with reference to the world in which he lives; nature study when pursued as a vital observation of forces working under their natural conditions, plants and animals growing in their own homes, instead of mere discussion of dead specimens.

We believe it is fundamental in our teaching that we have a sense of vital values in education and put emphasis on first things, FIRST.

Henry Turner Dailey emphasizes that nature in the inexhaustible reservoir of suggestion for all science—the trees, the birds, the butterflies, the moths, the clouds, and the stars never cease to entertain and to bless all who have learned to love them. He says when we are wiser, we will run the buses of the board of education not to bring rural children INTO city schools, but to take city children INTO the country that they may learn to know, and love God's first revelation to man, and

feel at home in the natural world because they are well acquainted with it.

Which is the greater tragedy, for a child to live in a crowded city in a home and school environment that almost prevents his chance for appreciation of the real values of life, or the child living in the rural school environment—perhaps surrounded by the beauty of God's great out of doors—and yet not appreciating it because of having "eyes that see not and ears that hear not?"

Once I asked a twelve year old boy about the cardinal red bird which was nesting within a stone's throw of his school. This modern rural school house was located in beautiful river woods, a locality well known to ornithologists as one of the best in the United States for making a big bird list. The boy knew nothing about the tanager—said his teacher thought his class did not have time to study birds, they had so much arithmetic and geography "to get".

Bishop William A. Quayle once said he would like to add a beatitude to the list, to read, "Blessed are those who have EYES to see and USE them: Blessed are those who HAVE ears to hear and HEAR with them." The beatitude I would add is—"Blessed are those who HELP others to see."

These blessed surely include the classroom teachers of America who have the vision of putting the emphasis on "First things FIRST" and put that into practice in everyday classroom instruction. Fortunately, indeed, is the child who is associated with that type of teacher!

One of your favorite writers in his: "God of the Open-Air" expresses this philosophy of vital values:

"These are the things I prize,
And hold of dearest worth,
Light of the sapphire skies,
Peace of the silent hill.
Shelter of forest,
Comfort of grass,
Music of birds,
Murmur of little rills,
Shadows of clouds that swiftly pass,
And after showers,
The smell of flowers
And of the good brown earth,
And best of all, along the way,
Friendship and mirth."

CONSTITUTIONAL CHANGE

Article 3, Section 6 to be amended so as to read: "Local, City, District and County Associations may become member associations and may be entitled to representation in the Delegate Assembly on the payment of \$5.00."

SIGNIFICANT DEVELOPMENTS IN NEGRO EDUCATION

By LEO M. FAVROT

(Address delivered before the National Association of Teachers in Colored Schools)

Your President has asked me to outline the scope and importance of a factual and critical survey of the present status of Negro education. In the very brief time at my disposal to assemble material, it was impossible to prepare a complete and comprehensive survey. It is possible for me only to touch upon some facts that seem significant and important.

The scope of such a survey ought to include significant facts and trends in elementary education, secondary education and higher education. Such a survey should embrace various types of schools, even those that prepare for the learned professions, including teaching. There should be included the graduate schools, colleges, secondary schools, elementary schools and kindergartens. Such a study should cover the facilities offered for agricultural education, home economics education, and trades and industrial education. The number of teachers and the qualifications and training of teachers, the facilities for training in colleges and normal schools, in extension courses and in summer schools should form a part of such a study. School facilities offered in cities and in rural districts, including buildings, grounds and equipment, ought to find a place in such a survey. The salaries of teachers and their relation to the per capita wealth of the communities served; the teacher's load in relation to the hours of service rendered and the number of pupils assigned to each teacher; and the length of the school term all need to be carefully studied and evaluated. The need of teachers for the many special subjects taught and the many types of service rendered should be studied in the light of facilities for providing such teachers. Universities and colleges are in need, not alone of specialists in the many fields which these institutions enter, but they are in need also of administrators, men equipped to be presidents, deans, college accountants, etc.; the high schools need trained principals with a knowledge of school supervision and people well equipped for the task of supervising high schools, as well as special teachers of various high school subjects; the elementary schools need supervisors as well as special teachers of kindergarten work, primary work, and intermediate and grammar grade work. Many problems need to be studied in connection with school attendance and with the promotion and retardation of pupils. Compulsory attendance laws and their application to the Negro child; the adjustment in the rural districts of the school term to the Negro child; the problem of school consolidation and transportation; the part-time and continuation schools for the benefit of the child forced by economic necessity to withdraw from the regular school;—all of these and many other questions need to be studied.

Some facts on the status of Negro education in the South in comparison with the status of educa-

tion for white children can be derived from annual reports. Attached to this statement are three tables which will show the total amounts paid for salaries of White and Negro teachers in each of fifteen states, the total number of teachers for each race, and the average salary. It will also show the enrollment and the average number of pupils per teacher for each state. From the same groups of figures the average expenditure per pupil enrolled is derived also. The term in days for White and Negro pupils is also given.

It is dull and uninteresting to quote figures and statistics. It suffices to say here that for the fifteen states, the average annual salary for the white teachers is \$984, and for the Negro teachers, \$478, just half. The White teachers have 32 pupils each on the average, and the Negro teachers 44 pupils. On account of the greater load of the Negro teachers in number of pupils to the teacher, the average expenditure per pupil enrolled in white schools is \$30.77, while in the Negro schools it is \$10.24, or one-third as much. The average length of term in days is 162 days in White schools and 135 days in Negro schools.

Students of school questions of this kind have been inclined to express their findings in terms of averages. An average as a measure of the status of a school system has its value but it also has its limitations. There is value in knowing, for example, that Maryland had in 1928 an average annual salary for its Negro teachers of \$910, and that this average annual salary was more than three times the average salary of the Negro teachers of the State of Georgia. But this fact would assume more significance if we knew the comparative wealth of the two states, the rate of taxation and the proportion of taxes going into the salaries of teachers. In my own state, Louisiana, in 1929 the average salary of Negro teachers was \$496. It may be of some satisfaction to me to know that this average is in advance of the average annual salary of several other states, but I happen to know also that included in this average is the City of New Orleans which pays its Negro teachers a minimum far in excess of the average for the State. The average salary in cities where wealth is concentrated should be separated from the average salary in the rural districts. There is not a great deal of significance in making a comparison between states except as the comparison is made on something approximating uniformity.

The National Association should undertake to develop among the state associations the value of a factual and critical study. It ought to be a matter of state pride for the teachers of a state to know how their state ranks along with other states. They should know also how the system of Negro schools in their own and other states compares with the

system of white schools. There is much ignorance among members of both races concerning the status of Negro education. A state agent of Negro schools recently appalled his audience, mainly white, by announcing that only 17 out of 63 counties were spending on their Negro schools as much as the state contributed from state funds in consideration of the Negro children within the county. This meant in effect that the Negro children were deriving no benefit whatever from county and local taxes which the Negroes as property holders were called upon to pay, and were not even receiving the benefit of the state taxes to which they were entitled. We will all agree that this was a pretty severe indictment. However, every cloud has its silvery lining. The state agent was asked whether two years previously he had not published a similar statement regarding the number of counties spending less on their Negro schools than they drew from the state. He replied that he had published such a statement and that the records at that time showed that only 5 out of 63 counties were spending on Negro children the funds derived from the state for them. The second statement tended to soften the first. Bad as the situation is in that state, the forward movement from 5 to 17 counties has in its elements of encouragement. A knowledge of facts reveals a situation, and more knowledge may tend to provide a stimulus for improving it.

Three years ago, Mr. Jackson Davis delivered an address at Atlanta University on "Recent Developments in Negro Schools and Colleges." Among other things, he called attention to a college and normal school enrollment of 13,197 in 99 Negro colleges, and stated that the number of Negro college students had increased more than 150% within five years, and that the most rapid growth had been in the three-year period just elapsed. What is the college enrollment now? He stated that some of the so-called colleges had become colleges in fact and that due to the development of public high schools, the number of high school students in the colleges was on the decline. He expressed the opinion that the peak of high school enrollment in colleges had probably been passed and in the future, the high school enrollment should drop almost as fast as the college enrollment increased. Is this prediction verified by the present situation? Mr. Davis said then that there is one college student for every 332 Negroes in Tennessee which occupies the first place, one for every 3,107 in Arkansas which occupies the last place, and that the average for the South is one college student for every 729 Negroes. What is the situation today and how does each state stand with respect to it? He spoke of the amounts various religious denominations contributed to the colleges they maintain and the amount per member that the denominations contributed toward education. In this statement there appeared some remarkable discrepancies. Have these figures been brought to the attention of the various religious denominations, and have they been made to serve their purpose? If so, what changes are coming about?

One of the significant movements in recent years has been the rise of state colleges for Negroes. These institutions have greatly improved their facilities and their income has been greatly increased. Development of the state colleges along with the development of private colleges has caused North Carolina to ask itself the question of whether or not there are too many colleges in the state, and whether the output of these colleges is properly serving the needs of the state. Colleges in that state are seriously striving to ascertain whether curricular adjustments should be made to meet present day needs and demands. Recognizing that several institutions within a state have common problems which should be faced intelligently by all of them, the State of Texas called a conference of college and school officials during the past year to consider the educational problems which the colleges are facing in that state. Quite recently, a few of the presidents of some of our larger independent colleges and universities drawing students from far beyond their state boundaries met in conference to consider common problems and to ascertain whether there was not needless duplication in some of these institutions in training people to meet current demands. They were also concerned with finding out whether certain fields of college training did not require more emphasis of one or more of the group. When the colleges of the South recognize that they are engaged in a cooperative enterprise for training Negro leaders to fill positions that the Negro race and the country require, they can do much in the way of adjusting their curricula and will not proceed blindly to train more than can be absorbed along one line or in one field, while neglecting utterly some other field.

The past year or two have shown the development of a tendency to build up graduate courses in some of our leading Negro colleges, and it now appears that we may have within ten years some real universities for Negroes strategically located throughout the South. It would be interesting to know how many southern Negro students are enrolled in graduate schools of the north, and how many hard-earned dollars have passed for this purpose from the pockets of many of you who are parents of grown children, or of you who have skimmed and saved and worked over-time in order to win a graduate degree.

Another trend which has been quite apparent among Negro colleges during the past year has been the effort to work out plans for merging colleges, or for bringing about real cooperation between colleges located in the same town or city. This effort takes different form in different places. Sometimes it involves merely the providing of joint facilities for two or more institutions, sometimes the use by two institutions of the same subject-matter specialist, sometimes the effort is made to work out differentiated curricula, and sometimes a complete merger is brought about. Such centers as Atlanta, Nashville, New Orleans, Marshall, Texas, Little Rock, and Holly Springs, Mississippi, are in the midst of working out wholesome plans of college affiliation.

Instead of following the motto of the scientific agriculturist to make two blades of grass grow where one grew before, these colleges are trying to develop one or two strong blades of grass where two weak ones grew before.

In his study of Negro colleges published in 1928, Doctor Arthur J. Klein said there were approximately 48,000 Negro teachers in seventeen states in separate schools for Negroes, and that 1,050 of these teachers were in the colleges. He said there was a shortage of Negro teachers both in number and quality. The shortage in number is apparent. There are approximately 3,250,000 Negro youths of scholastic age in these states, which means an average of 68 pupils to the teacher. This clearly denotes a shortage in number. What is the situation, however, in South Carolina, in Georgia, or in Mississippi? In thinking of this general average, we must remember that Kentucky, Missouri, and other states with a relatively sparse Negro population have frequently very few pupils to the teacher. Surely then in some of the other states the number of pupils to the teacher is far greater than 68. With regard to the quality of teachers, Doctor Klein used one measure. He stated that 14% of the college teachers held no degrees and 45% only the first degree. Mr. College President, how does your faculty rank in the matter of training? If you still have teachers in your faculty who are not fully qualified for their task, what steps are they taking at your insistence to move forward and secure superior training?

Before leaving the college field, may I call attention to one additional statement by Doctor Klein. He said that in the seventeen states and the District of Columbia maintaining separate institutions for the two races, there were 92 white students attending college for every 10,000 whites in these states, and 17 students attending college for every 10,000 Negroes. Is this as it should be? Are there too many white students attending college? Are there too few Negro college students? These are questions that are waiting for an intelligent answer, an answer based on information as to what these college students are doing and how our civilization is absorbing them.

Let us turn to the field of secondary education. In January, 1929, according to reports of state agents, there were 256 four-year state accredited Negro high schools in fourteen southern states, and 215 unaccredited four-year high schools in these same states. Since that time, a considerable number of schools have been accredited, and the machinery for accrediting Negro high schools in some of the states has been improved. A significant step taken during the past year, largely through the efforts of this Association and the Association of Colleges for Negro Youth, is a step taken by the Association of Colleges and Secondary Schools in the South to employ Mr. Arthur C. Wright of Dartmouth College to give regional rating to Negro colleges and stimulate the rating of high schools. Mr. Wright will begin active duties in September of

this year. One significant fact about the development of high schools is that while three times as many Negroes live in rural sections as in the cities (1920 Census), more than two-thirds of the pupils are enrolled in city high schools. Just as soon as the 1930 Census figures are available, we should endeavor to learn what the situation is now. The signs for rural leadership are discouraging if the cities enroll more than 24 high school pupils for each 1,000 Negroes and the country enrolls only 4 pupils for each 1,000 Negroes. Other significant facts apparent from these reports show that while high school enrollment among Negroes in the southern states is less than 10 for each 1,000, in the United States the number of high school students per 1,000 persons is 39. In Arkansas, Georgia and Florida, the Negro high school enrollment was relatively low, only one-seventh of what it should be to reach the standard of the country. Another fact appearing from the reports was that there was still 282 counties in the South with a Negro population of 12½% or more of the total population without any high school facilities. These counties should be sought out and a special effort made to establish high schools in them. Doubtless the Slater Fund would be keenly interested in assisting in setting up high schools on the same principle that the Julius Rosenwald Fund has given a special premium toward building the first Rosenwald schoolhouse in counties that had taken no steps to improve Negro school buildings.

Your Committee on Research, of which I have the honor to hold the chairmanship, has made an effort for the past two years to gather some definite information with respect to the status of elementary Negro education in the South. Each state has appointed Negro education in the South. Each state has appointed a fact gatherer to fill in blanks submitted by the Committee bearing on the status of Negro education in that state. Some of the fact gatherers have complained that it was impossible to find in the state reports, the information called for on the blanks submitted by the Committee. The result is that although some of these workers have submitted some figures, very few of them have been able to submit complete reports.

It was the intention of the Committee to prepare for exhibit on this occasion charts showing the comparative status of Negro education in several of the states. The Chairman of the Committee had the intention of devoting two or three weeks during the months of June and July to this task. On account of being called out of the country, he is unable to present the report intended.

Only three states supplied information requested for each county of the state. Mr. G. Thurston Wiggins of the Florida A. and M. College, Mr. Earl E. Dawson of the State A. M. and N. College at Pine Buff, Arkansas, and Mr. H. L. Trigg of the State Department of Education at Raleigh, North Carolina, submitted this information. A special effort was

(Continued on page 18)

THE EDITOR'S PAGE

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Association News

At a recent meeting of the National Association of Teachers in Colored Schools at Petersburg, Virginia, the Bulletin was placed in the office of the Executive Secretary who became its Editor. All communications intended for the Bulletin should be addressed to William W. Sanders, Executive Secretary, State Department of Education, Charleston, West Virginia.

From time to time members of the Association have complained of not receiving the Bulletin. All members are requested to notify the Executive Secretary upon failure to receive the Bulletin, and in case of change of street address or post office, to send to the Secretary both the old and new address. The office is anxious to see that the Bulletin gets into the hands of every member and to this end he invites the cooperation of the members.

The National Association of Teachers in Colored Schools will hold its Twenty-eighth Annual Session July 28-31, 1931, in Washington, D. C., as the guest of the Columbia Teachers Association. Professor Grant M. Lucas, one of the most active teachers in the Washington Education System, is chairman of the committee on arrangements for this meeting. It is expected that the Washington meeting will be the largest in point of attendance that the Association has ever held as it will provide an opportunity for a large number of people to visit the National Capitol. Side trips will be arranged to Atlantic City and other seashore resorts. It is hoped that teachers will include the meeting of the National Association of Teachers in Colored Schools in Washington in their vacation plans for the summer of 1931.

President John M. Gandy and the members of his committee on arrangements for the meeting of the National Association of Teachers in Colored Schools at Virginia State College, Petersburg, Virginia, made every effort to make the meeting a success and to provide for the convenience and entertainment of those who attended the meeting. The delegates were housed in Byrd Hall, a new dormitory of the best construction and equipped with all the conveniences that may be found in the most modern college dormitory.

Several entertainments were given for the benefit of visitors, among which was the pageant "Light," depicting the progress of the Negro from his landing as a slave in America to the present time. This pageant was under the direction of Mrs. Grace Outlaw, of Chicago. Another outstanding feature of the entertainment of the delegates and visitors was a musicale under the direction of Miss Anna L. Lindsay, head of the Music Department of Virginia State College. Teachers in attendance at the summer school of the College assisted President Gandy and his committee in the entertainment of visitors. A delightful sight-seeing tour was provided, automobiles for which were furnished by the White and Negro citizens of Petersburg. The trip included a visit to the battlefields and other historic points in or near Petersburg.

In another column of this issue, our new President extends greeting to the teachers in colored schools in America, in which she invites them to actively engage in a campaign for membership in the Association. The membership goal for this year is 20,000. Every effort will be exerted to reach this goal. The Executive Secretary has announced plans for a contest for membership which should prove interesting to those teachers who are in a position to give some time to the building up of the Association's membership. Any person desiring further information with respect to this contest may receive same by writing the Executive Secretary.

One thousand life memberships in the National Association of Teachers in Colored Schools would make possible the securing of permanent headquarters fully equipped to take care of the business of the Association for many years to come.

Dr. Thomas E. Jones, President of Fisk University and Mrs. Mary McLeod Bethune, President of Bethune-Cookman College, represented the National Association of Teachers in Colored Schools at the corner-stone laying of the new N. E. A. Building in Washington, D. C. This new building is being erected by funds received from life memberships. The Bulletin congratulates the N. E. A. on this splendid accomplishment.

Association Officers

The annual meeting of the National Association of Teachers in Colored Schools held in Petersburg, Virginia, July 22-25 was one full of interest. The general theme of the meeting was "The Present Status of Tax-Supported Schools for Negroes in America." The addresses delivered before the session were developed from this theme. The Division meetings were largely attended. The teachers took a more general interest in the discussions than in any session heretofore held. The following officers were elected:

President—Miss Fannie C. Williams, Principal, Valena C. Jones School, New Orleans, Louisiana.

Executive Secretary—Wm. W. Sanders, State Supervisor of Negro Schools, Charleston, West Virginia.

Treasurer—M. H. Griffin, Rosenwald Agent, State Teachers College, Montgomery, Alabama.

Regional Vice Presidents:

First Region—Including Arkansas, Louisiana, Mississippi and Texas, Mrs. Anna M. P. Strong, President Arkansas State Teachers Association, Marianna, Arkansas.

Second Region—Including Alabama, Florida and Georgia, A. G. Dobbins, President Alabama State Teachers Association, Birmingham, Alabama.

Third Region—Including North Carolina, South Carolina and Virginia, L. F. Palmer, Executive Secretary Virginia State Teachers Association, Newport News, Virginia.

Fourth Region—Including Indiana, Kentucky, Ohio, Tennessee and West Virginia, Mrs. Memphis T. Garrison, President West Virginia State Teachers Association, Gary, West Virginia.

Fifth Region—Including Delaware, District of Columbia, Maryland, New Jersey, New York and Pennsylvania, F. B. Butler, Stanton High School, Annapolis, Maryland.

Sixth Region—Including California, Illinois, Kansas, Missouri, Oklahoma and Wisconsin, W. E. Day, Principal Sapulpa High School, Sapulpa, Oklahoma.

Chairman General Council—Dr. M. W. Johnson, Retiring President National Association of Teachers in Colored Schools, Howard University, Washington, D. C.

Member Board of Trustees—Dr. Monroe N. Work, Director Records and Research Department, Tuskegee Institute, Alabama.

If your membership in the N. A. T. C. S. has expired, please renew.

Tentative Propositions on Federal Relations to the States in Education

National Advisory Committee on Education

1. Increase the Federal appropriations for educational research and information service by the Office of Education, by the Federal Board for Vocational Education, and by the Extension Service in the Department of Agriculture; and provide ample means to these offices for supplying to all concerned the results of research and statistical studies through publications and conferences.

2. Create an adequate Federal Headquarters for educational research and information, so organized as to serve both as a cooperating center for all Federal agencies with respect to the educational aspects of their work, and as a reliable source of comprehensive, correlated, and scientific data on education for all concerned.

3. Provide one unallotted annual grant to the States of \$2.50 per child under 21 years of age, with the sole restriction that these Federal funds be used for support of educational operations, making each state responsible for budgeting the grant within the State school budget in such manner as, in the judgment of the state itself, will yield maximum returns to productive citizenship.

4. Repeal all laws that give annual Federal grants in any form to the States for special phases of education of interest to particular groups of the people, or that authorizes Federal officers to supervise State activities, approve State plans, or withhold funds in order to compel State compliance with Federal requirements.

5. Provide that for the next five years each state must allot to each specific purpose for which it now receives Federal funds as much of the new Federal grant as is now received from the Federal Government for that purpose; and that after five years the State may allocate all Federal moneys received for support of educational operations as it decides will best promote its own educational program.

6. Require that each State submit each year to the appropriate Federal office both a financial audit and a report which describes specifically how the Federal moneys have been used; and publish all forty-eight reports in one volume for comparative study by all interested.

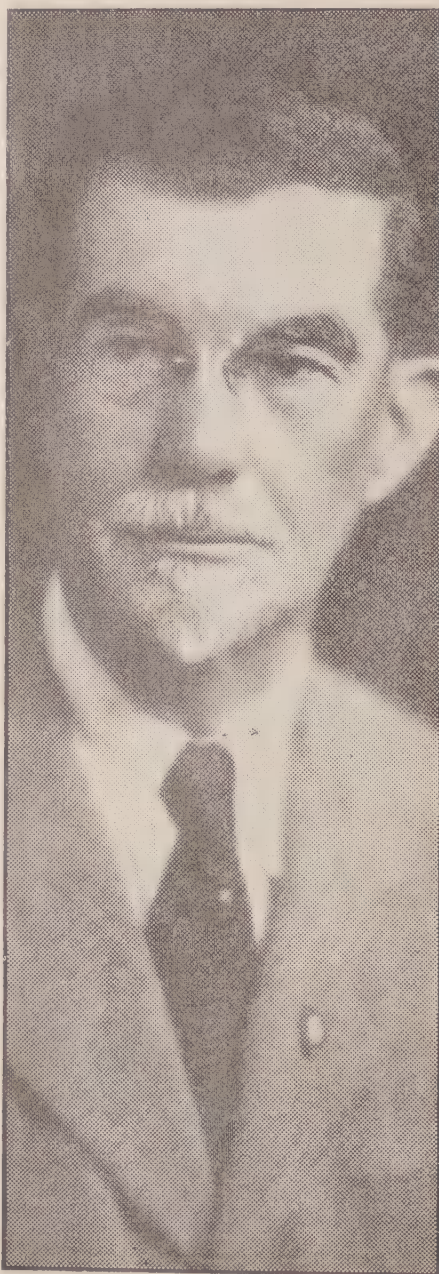
7. At the end of each ten year period, readjust the amount of the flat per capital Federal grant to the States for support of education as the new census figures, the past experience, and the then existing situation may indicate to be appropriate.

N. A. T. C. S. Membership goal is 20,000 before July 1, 1931. This will be possible if each member will be responsible for five other memberships. Write the Executive Secretary expressing your responsibility.

H. A. HUNT AWARDED SPINGARN MEDAL

(An article by Willie Snow Ethridge appearing in The Baltimore Sun of July 6, 1930)

Editor's Note:—Prof. Hunt is a member of the Board of Trustees of the National Association of Teachers in Colored Schools and is one of the Association's most effective workers.



H. A. HUNT
Winner of the Spingarn Medal

Prof. H. A. Hunt, who last Tuesday received the coveted Spingarn Medal, given annually to the American citizen of African descent for "the most distinguished achievement in some honorable field of human endeavor," has been principal for twenty-six years of the Fort Valley High and Industrial School for Negroes in central Georgia—"The Light in the Valley," the Negroes call it.

Here he has builded, through years of great hardship, an institution that not only teaches more than 800 students annually but influences the lives of more than 30,000 rural Negroes in this thickly populated section of the Black Belt. His school is not simply a fountain of education but a source of guidance, inspiration and help to the thousands who occupy the little rain-washed cabins that dot this section. It brightens the path of black men and women who have been seeking the way out of economic slavery ever since their masters set them technically free over a half century ago.

The Spingarn Committee of Awards is composed of Theodore Roosevelt, Governor of Porto Rico; Dr. James H. Dillard, director of the Jeanes and Slater Funds; Dr. W. E. B. Dubois, editor of the Crisis; Dr. John Hope, president of Atlanta University, and Oswald Garrison Villard, editor of the Nation. The committee named Professor Hunt because of his years of "modest, faithful and unselfish and devoted service in the education of Negroes of rural Georgia" and because, "in the face of great difficulties, he has built up an excellent school and has at all times advanced the cause of his race with tact, skill and integrity."

The medal, donated by Joel E. Spingarn, author and former Columbia professor, was presented to Professor Hunt by Dr. William Allan Neilson, president of Smith College, at the annual conference of the National Association for the Advancement of Colored People at Springfield, Mass.

Professor Hunt has been able to make such great strides at the Fort Valley High and Industrial School because he was perfectly familiar with the problems that beset his people. He was born about seventy-five miles from the site of his school in a little, unpainted cabin that squatted on a red hillside near Sparta, Ga.

When still a boy in short pants he left Sparta and journeyed to the metropolis of Atlanta, where opportunities seemed much bigger to his small dark eyes bright as new marbles in his pale-skinned, lean face. He began working at odd jobs—cleaning back yard, hauling coal, chopping wood, making fires, selling papers—in the long afternoons and evenings and going to school in the mornings.

Those years were very strenuous, but when he grew large enough to hold down a real job he became an expert carpenter. Then he built houses and stored all summer and went to school all winter. And finally, after years and years of continuous work and study, he was graduated from the Atlanta University.

Before he graduated he knew what he wanted to do, but was undecided about how best to accomplish it. He was determined to help his own race, but where to start was his problem. Should he go to Africa, where he had an opening awaiting for him

or work in the South? They both seemed rich fields for him to harvest. After much thought and study he decided that he could do more good in the South and took a position at Biddle University, Charlotte, N. C. It is a school for Negro men, and Professor Hunt became its business manager and instructor of trades.

His work in this field was so satisfactory that it attracted the attention of the General Education Board. Dr. Wallace Buttrick, who was then its president, and George Foster Peabody, its treasurer, sent for him to come to New York and persuaded him to give up his position at Biddle and go to Fort Valley.

The school had been started in 1895 in an old lodge hall on the edge of Fort Valley, in the heart of the peach section. About that time Booker T. Washington's success at Tuskegee had inspired a near-renaissance among the Negroes in the South and Negro schools had popped up all over the Black Belt. But with no money to back them many of them soon withered away.

When the General Education Board laid the school at the feet of Professor Hunt it would have seemed to one of less vision than this tall, scholarly looking Negro a very good place to bury one's self and rot; but to him it looked like the missionary field for which he had been seeking. Though it had only a three-room schoolhouse, a dilapidated old barn, a laundry shack, a bare principal's home, an incomplete dormitory, being built from funds given by a Quaker lady, Miss Anna T. Jeanes, for the education of the Negro, Professor Hunt saw it as the first unit of a great institution. There were only six teachers, 185 students and a pitifully small annual budget, but he was confident that he could make it into a center of culture and ever-spreading enlightenment.

He and his family arrived at their new home on a chill, rainy night in February. Their first glimpse of the campus was disheartening. It was flat and much of it covered with black, muddy water. There were no trees, no shrubbery, no grass. The few buildings stood up like box cars on a railroad track—bare, unprotected, ugly.

Professor Hunt very slowly and surely began to change all that. He began to beautify the campus; he rushed the completion of the Jeanes dormitory; he won the respect of the whites; he inspired the Negroes to work and study; he enlarged his faculty, and he begged for money. He wrote letters, hundreds of them, to every man whom he thought might be interested in educating the Negro. Frequently he wrote them again and again, telling about his work, recounting to them little stories he thought might move their hearts, and pleading with them to give to his worthy cause.

There were many anxious periods in the early life of the school. On several occasions Professor Hunt sold pieces of his personal property in Georgia and North Carolina to tide over hard times and often he borrowed money on his insurance policies to pay the teachers' salaries. Gradually, though, as educational boards, philanthropic societies and individuals

began to learn of the fine work that Professor Hunt was carrying on, the donations began to increase and to come more regularly. Chapel Hall was completed, Huntington Hall was built, Jeanes Hall remodeled, a brick laundry erected, the acreage of the campus extended and water-works installed.

The Rockefeller board enlarged its gifts, the American Church Institute for Negroes agreed to subscribe annually toward the budget, the county and city boards of education increased their appropriations and Northern capitalists opened wider their purses.

Four years ago Professor Hunt launched a campaign for \$270,000 for new buildings and improvements on the campus. To this fund the General Education Board gave first \$25,000 then \$100,000 on the condition that the school raise \$100,000 from other sources. Professor Hunt, of course, raised it. The Carnegie Corporation gave \$25,000 to build a Carnegie library; Mrs. Royal C. Peabody, the sister-in-law of George Foster Peabody, gave \$25,000 to build the Royal C. Peabody Trades School as a memorial to her husband.

Now instead of the threeroom schoolhouse and the little wooden shacks that were there when Professor Hunt arrived twenty-six years ago there are twelve substantial buildings, eight of them modern brick structures. The plant, valued then at \$9,500, is now worth \$450,000. The student body of 185 has been increased to 890, including summer school; the faculty of six to forty-five, the small plot of mortgaged ground to ninety rolling acres of unencumbered farm land.

The school consists of six grammar grades, three junior and three senior high grades and two grades of teacher-training work. Though the same subjects are taught here as are on the curriculum of other industrial schools, Professor Hunt has his own ideas about education and stresses them in every course. The members of his race need to be taught, along with other things, dependability; they need to be trained in economic efficiency.

Professor Hunt has built a school whose doors never shut. When its regular term of nine months is over it begins its summer school for the rural teachers of the counties in central and south Georgia. Here come country teachers who frequently have only been through the first five grades of school.

The school also helps hundreds who are not in its regular classes. Negro women who cook in the homes of Fort Valley come two and three times a week to school to learn how to be better cooks. They are taught how to preserve, can, bake, plan meals, and serve them properly. Other women come for sewing lessons, home nursing and handicraft courses.

Men come from miles around to classes in brick-laying, carpentry, plastering and concrete work. All the buildings on the school campus and all the concrete walks have been fashioned largely by students.

The school has a visiting teacher of agriculture and a home club agent who goes about from one small farm to another advising the Negroes about

(Continued on page 22)

COMPARATIVE COSTS OF PUBLIC EDUCATION WHITE AND COLORED

By FRED McCUISTION

(Address delivered before the Elementary Section, N. A. T. C. S., Petersburg, Va.)

While all states make and publish annual or biennial reports of costs and facts pertaining to public education, it is a very difficult matter to determine the amount spent on white or colored schools, and impossible to separate elementary and high school costs. This condition is due to the fact that many items of expenditure such as buildings, equipment, supplies, janitor service, etc., are not always kept separate. A study of the financial sections of these reports, however, reveals glaring inequalities as between white and colored schools and between rural and urban scholols, both white and colored.

The problem of inequality in educational opportunities is perhaps the most difficult one facing public school administrators and officials at present. More thought is probably given this question in state departments of education than any other problem considered during the past decade. The problem has been present since the beginning of public education in the United States, but has been considered a necessary condition due to the unequal distribution of wealth, and has not received a great deal of attention from school officials until recent years. New York probably led the country in studying this problem on a state-wide basis and has spent millions of dollars in an effort to carry out a program of equalization. The original plan has been modified to carry out a program of equalization. The original plan has been modified and adjusted several times as the problem was studied by different groups. Practically all states have followed New York's example and made some effort to equalize educational opportunities. In most of these cases states have followed recommendations of survey committees.

The cost of equalizing educational opportunity in a state is tremendous. Exact figures are not available but there is probably more than a hundred million dollars being spent in the United States annually to equalize educational opportunities, and of course we all know that this amount is scarcely a beginning, and that relatively a small amount of these funds reaches Negro schools.

When we examine the causes of inequality we find they are many, though we can probably reduce them to two fundamentals:

1. The uneven distribution of taxable wealth.
2. The failure of public school officials to make an equitable distribution of school revenues.

The Uneven Distribution of Taxable Wealth

The most apparent and pressing problems confronting those who administer educational institutions of any type or grade today are concerned with finance. Administrators of public school systems

as well as students of public finance find it exceedingly difficult to devise ways and means to meet the rising costs of education.

According to the last estimate given by the Department of Commerce, the total wealth of the United States is three hundred and thirty-six billion, or an average state value of seven and one-half billion. The fifteen Southern states have a valuation of fifty-seven billion or an average value of three and eight-tenths billion, which is approximately one-half of the national average. Making another comparison, we find that the wealth back of each individual in the United States averages \$2,918.00 while the wealth behind each individual in the fifteen Southern states is \$1,814.00, which is 37% below the national average. This difference is increased for education due to the fact that the ratio of children to total population is greater in the South. Making the comparison a little more definite, we find the wealth back of each individual in the four Southern states (Alabama, Georgia, Mississippi and South Carolina) having the largest Negro population, is \$1,288.00 or 56% less than the national average.

From a report prepared by the research division of the N. E. A. and published in the May issue of the Journal of the Association, we find that the cost of public, elementary, secondary and higher education in 1928 was \$2,448,633,561.00, of which \$45,000,000.00 or 1.8% was spent on Negro schools.* This amount was 26.4% of all money spent for federal, state and local government during the year, and was 40.26% of all expenditures for state and local government. The per cent of all state and local funds spent for education varies from 31.01 in Massachusetts to 67.2 in New Mexico. Nine of the fifteen Southern states are above the average for the country with a general average for the South of 41.42, ranging from 33.59 in Florida to 52.63 in North Carolina. These figures show conclusively that the Southern states spend more of their tax money for education than does the country as a whole. Of course the amount of tax funds collected depends upon the assessed valuation and the tax rate. There are no figures available that show whether property in the South is assessed as near its true value as property in the remaining sections of the country, however, it is probably fair to conclude that there is no substantial difference.

It is evident from the above facts that for each dollar spent on education in the country as a whole there is only sixty-three cents available for the Southern child, white or colored, and only forty-six

*Report of Tuskegee, 1930.

A BRIEF HISTORY OF HIGHER EDUCATION OF THE NEGRO

By V. V. OAK, *Wilberforce University,*
Wilberforce, Ohio

Introduction

Only seventy years ago, the American Negro was regarded as a piece of property with no civic rights of any kind. Poverty-stricken, persecuted to the highest degree, this "black man" has gradually risen to a position of such prominence that during the last few years hundreds and thousands of articles and books have been written about him—some with great sympathy and understanding and others with nothing but prejudice and race-hatred. The large part of America is quite indifferent as to the future of the Negro, mainly because of traditional psychological prejudice which the faulty system of education has failed to eradicate. A small minority realizes the fact that sooner or later the American Negro is going to claim a definite share in the socio-economic development of the United States, but alas, it does not have the foresight to deal with this problem squarely and honestly in the face. It has some vague conceptions that this matter will be taken care of by the old man "Time" and hence it follows the policy of "Let Alone." Another minority realizes that the Negro is sure to make his own, in fact, he is doing it now, if not put down promptly and vigorously. So, with the enthusiasm of a crusader, it takes every chance to "put the Negro in his place," the moment he tries to assert himself as a human being with equal rights and privileges. In this group we find the notorious K. K. K. and all "One Hundred Per Cent Americans." Like the German Kaiser they will awaken one day to find that their philosophy dug their own grave.

In the United States of America, there are two different civilizations living side by side—White American and Colored America. The former scarcely recognizes the existence of the latter often through stupidity but many times through sheer ignorance. In spite of this lack of recognition, young Negro America is growing slowly and steadily in politics, in economics, in education, in religion, in fact, in every phase of life. The comedy of the situation lies in the fact that White America is helping Negro America to build a separate structure of its own civilization in its midst even though it denies its existence. The following pages deal with only one phase of the question, namely, the educational advancement of Negroes in colleges and universities.

In the mind of White America, the Negro does not exist socially. But economically, he is making his presence felt very strongly and rather inconveniently, as his white brother would say. Here are some significant facts gathered from the Negro year book and the introductory chapter of "Survey of Negro Colleges and Universities," Bulletin No. 7 of 1928, U. S. Bureau of Education.

Economic Status of the Negro

Population rose from four and one half millions in 1865 to.....	11,597,000
Negroes owning homes.....	700,000
Negroes owning farms.....	232,000
Negroes operating farms with full responsibility	1,000,000
Negroes owning and conducting business	70,000
Negro insurance companies.....	67
Assets of these companies.....	\$7,500,000
Incomes of these companies.....	\$10,000,000
Disbursements	\$9,500,000
Policies in force.....	250,000,000
Negro banks.....	73
Capitalization of these banks.....	\$6,250,000
Resources of these banks.....	\$20,000,000
Business done by these banks annually	\$100,000,000
Total accumulated Negro property....	\$2,000,000,000
Number of Negro churches.....	47,000
Contribution of these churches to home and foreign missions.....	\$550,000
Negro church property.....	\$100,000,000
Negro (exclusively) newspapers	400
Fraternal organizations with properties even as high as \$2,500,000.....	60
Negroes possessing Phi Betta Kappa Keys	60

These are significant facts mainly because "education" is solely responsible for this rapid economic independence the Negro is trying to achieve. With this firmly fixed in our mind, we will now proceed to acquaint ourselves with the condition of Higher Education of the Negro.

History of Higher Education

"Education in British India was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous, and finally placed on its present footing."—*Howell, Education in India.*

What Howell says about British India is also true of Negro education in this country. There were schools here and there during the first half of the nineteenth century conducted by missionaries for the colored race, but their number was almost negligible compared to the total school-going population. The States, as such, never did anything to promote education of the Negroes. According to the census of 1921, nearly 90% of the total colored population was in the south. Consequently, where education was backward even for the southern whites, there is little wonder that education of the Negro was stoutly opposed, especially when he was regarded as a mere beast of burden. Even the Northern

states were very much opposed to the higher education of the Negro and it was not till the late forties that Harvard first let him in after a great deal of controversy on the subject. Oberlin College in Ohio was the first and perhaps the only institution of higher learning which deliberately announced that its doors would be wide open to the Negroes desiring to enter. It is said that by 1865, one-third of the entire student body of that college was made up of the colored race. The first college exclusively for the Negro was the Ashman Institute established by the Presbyterian Church in 1853 for "Scientific, classical, and theological education of the colored youth of the male sex." Originally, it was not a college in the strictest sense of the word, but in 1864 a regular college department was opened. The white Methodists opened a college at Wilberforce in Ohio in 1856 which was purchased by the African Methodist Church in 1863 and definite college courses established in 1866. The third college which had its origin before the war was the Berea College in Kentucky founded by the American Missionary Association in 1855. Work was at first of secondary nature, but a College Department was added in 1868. The first two colleges are still in existence and are doing effective work.

The civil war created very serious conditions in the south regarding the future of the Negro race. Here were 4,000,000 people ignorant, without property, habituated to slavery, suddenly thrown on their own resources. If the south opposed their education before the Civil War, it had a double reason to do so now. The task, therefore, of educating the Negro was left entirely to the Federal Government and the various Northern Missions. The National Government inaugurated the work of education among the Negroes of the south even before the close of the Civil War. By 1864, the Freedmen's Bureau was organized with General O. O. Howard at its head. It was estimated that the Federal Government spent nearly five million dollars for the education of the freedmen and laid the foundation of the Public School System for Negroes in the south.

The need of higher education was soon felt. Many denominational associations became chartered institutions with high-sounding name of college or university, while their work was often confined to elementary subjects. Gradually, the southern states saw the necessity (perhaps were ashamed not to do something for the colored race) of taking their own share in the higher education of the colored race. Even then, the National government stimulated this move on the part of the states by appropriating large sums of money for agricultural and mechanical education under the two Morrill Acts of 1862 and 1890. The keen interest shown by northern churches also stimulated state activities.

By 1900, there were 34 colleges which I have listed below in five different groups according to the nature of their origin. It is interesting to note that the Freedmen's Bureau and the Northern white missions were the only two powerful agencies for a long

time. By 1900, there were only four state Negro colleges. Today this number is 22, at least one Negro college in each southern state. Below is a list of the 34 colleges referred to above. The figures in brackets after each group show the actual number of colleges as in 1926-27, while the figure in brackets after each institution shows the actual year when a college department was opened in that institution.

Group I. Ante-Bellum Schools: 3 (2)

*Lincoln University, Chester, Pa., 1854 (1864).

Wilberforce University, Wilberforce, Ohio, 1856 (1866).

Berea College, Berea, Ky., 1855 (1869).

Group II. Freedmen's Bureau Schools: 13 (1)

Howard University, Washington, D. C., 1867 (1868).

Fisk University, Nashville, Tenn., 1866 (1871).

Atlanta University, Atlanta, Ga., 1867 (1872).

Biddle University, Charlotte, N. C., 1867 (1872).

Southland College, Helena, Ark., 1864 (1872).

Central Tennessee College, Nashville, Tenn., 1868 (1874).

Rust University, Hollysprings, Miss., 1868 (1874).

Straight University, New Orleans, La., 1869 (1874).

Claffin University, Orangeburg, S. C., 1869 (1878).

Talladega College, Talladega, Ala., 1867 (1885).

Lincoln Institute, Jefferson City, Mo., 1866 (1890).

Atlanta Baptist College, Atlanta, Ga., 1867 (1893).

Roger Williams University, Nashville, Tenn., 1864 (1873).

Group III. White Church Schools: 9 (31)

Leland University, New Orleans, La., 1870 (1870).

New Orleans University, New Orleans, La., 1873 (1874).

Shaw University, Raleigh, N. C., 1874 (1874).

Knoxville College, Knoxville, Tenn., 1879? (1879).

Clark University, Atlanta, Ga., 1870 (1879).

Wiley University, Marshall, Texas, 1873 (1880).

Paine Institute, Augusta, Ga., 1882 (1882).

Philander Smith College, Little Rock, Ark., 1876 (1884).

Benedict College, Columbia, S. C., 1870 (1870).

Group IV. Negro Church Schools: 5 (17)

Allen University, Columbia, S. C., 1881 (1883).

Livingston College, Salisbury, N. C., 1880 (1883).

Morris Brown College, Atlanta, Ga., 1885 (1890).

Arkansas Baptist College, Little Rock, Ark., 1884 (18—).

Paul Quin College, Waco, Texas, 1885 (1885).

Group V. State Schools: 4 (22)

Branch Normal College, etc., Pine Bluff, Ark., 1875 (1878).

Virginia N. & C. Institute, Petersburg, Va., 1883 (1885).

Georgia State Industrial College, Savannah, Ga., 1890 (1894).

Delaware State College, etc., Dover, Del., 1891 (1894).

* Formerly known as Ashman Institute.

This list is not complete, but covers only those institutions that had definitely started offering col-

(Continued on page 28)

U. S. GOVERNMENT RECOGNIZES NEGRO EDUCATION

New Service Created with Specialist at Head

A new position of considerable importance has recently been created in the United States Office of Education and a specialist in Negro education has been assigned to the office. Its specific and immediate function is to serve as a clearing house of information concerning Negro education; to conduct, direct, and encourage educational research; to stimulate interest in the present status and future possibilities of Negro education; and to assist in coordinating the various researches, activities, and interests of Negro schools and of persons concerned in Negro education and related matters.

In realizing these purposes the office will endeavor to collect facts of all kinds bearing directly and indirectly on Negro education; and make periodic digests of educational literature dealing with or which may be of use to Negro education. The specialist in this office will visit schools and communities throughout the country; make contacts with school officials and others who are interested in Negro education; attend and address meetings of educational and other organizations on topics relating to his specialty; and will act as consultant on Negro education with educators and others desiring his services. In performing his duties the specialist will endeavor to confer with and utilize the services of specially qualified persons in the various fields throughout the country; and will attempt to focus on the problems of Negro education all of the expert knowledge, techniques, and educational forces available in the Nation.

The Secretary of the Interior, on the recommendation of the Commissioner of Education, has appointed Dr. Ambrose Caliver to this new and very important post. Professor Caliver has recently completed his work for the Ph. D. degree at Teachers College, Columbia University, where he majored in College Administration and Instruction and minored in Educational Personnel Research. He is the first Negro in the country to meet the requirements for the Ph. D. degree in this field. He has had wide experience in both public and private education, and in elementary and secondary schools, as well as in collegiate work, and his experience in matters of a social and civic nature has been broad.

Dr. Caliver is a native of Virginia and received his high school training in Knoxville, Tenn. He received his B. A. degree from Knoxville College, and his M. A. degree from the University of Wisconsin. He has also studied at Harvard University and Tuskegee Institute. His contributions to educational literature have been many and varied, both in the field of research and in general education.

Dr. Caliver, who was formerly Dean of Fisk University, in Nashville, had already accepted a teaching post at Howard University in Washington, which latter position he resigned to accept the Government appointment, effective September 1.

Because of its uniqueness and strategic situation it is felt that the position offers large opportunities for service both to the Negro race and to the Nation. Although the major emphasis will be on public elementary and secondary education, any question or problem relating to Negro education in general will receive careful and interested attention. The new office is located in the U. S. Office of Education of the Department of the Interior.

You Can Make It for Camp and Cottage

Make What?

More than 100 articles—camp stools, bird houses, fishing tackle boxes, rabbit traps, folding tables and countless other articles,—for indoors and outdoors, that are fully illustrated in a new publication compiled by the National Committee on Wood Utilization of the Department of Commerce.

And Think of It!

Each and every one of them can be made from wooden containers and scrap lumber that ordinarily are thrown away or burned. Either on rainy days at camp or during leisure hours at home, boys and also girls will find pleasure and profit in building these varied and numerous articles.

Playgrounds Cooperating

Through the Playground and Recreation Association of America, two million boys and girls attending more than 7,000 playgrounds are being given an opportunity to participate in wood-utilization contests instigated by the National Committee on Wood Utilization, in which articles entered for competition are constructed from second-hand wooden containers and odd pieces of lumber. Public schools, fraternal and service organizations, and boys' and girls' clubs are also sponsoring these contests, in which the "You Can Make It" booklets of the Committee are used as references.

New Booklet Now Available

"You Can Make It for Camp and Cottage," is the second of a series of bulletins prepared by the National Committee under the auspices of a special subcommittee, of which Walter Johnson, president of Tartar, Webster and Johnson, San Francisco, Calif., is chairman. It may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., or from the District Offices of the Bureau of Foreign and Domestic Commerce listed on the reverse side. It sells for 10 cents a copy, \$3.50 per hundred or \$35.00 per thousand.

SIGNIFICENT DEVELOPMENT IN NEGRO EDUCATION

(Continued from page 9)

made to ascertain, separately for urban and rural sections, just what amount per capita Negro population went into Negro elementary schools in each county, and what amount per capita white population went into similar white schools. Mr. Wiggins gives the figures for the Negro schools only. In several instances the figures are given for the urban and rural schools together. Taking the rural schools alone, the highest amount per capita Negro population going into elementary education in Florida was \$4.32 in Brevard County. In Broward County, the figure for both urban and rural schools is in excess of this, \$5.56 per capita. The median amount for the 64 counties for which he submits figures is \$1.97 per capita, and the lowest amount invested in Negro education is twelve cents per capita for every Negro citizen of one country. According to Mr. Wiggins' figures, there are twenty counties in Florida in which less than \$1.00 per capita Negro population is invested in the elementary education of the Negro child.

Mr. Dawson gives figures for both the White schools and the Negro schools. The maximum amount in any Arkansas County per capita White population invested in White education is \$19.48, while the maximum amount for Negro elementary education is \$5.09. The minimum amount in one of the counties of Arkansas for the White child is ninety cents, while the minimum amount for the Negro child is forty cents. The median investment among counties of the state for White children is \$4.96 per capita and \$2.13 per capita Negro. There is significance in the fact that the maximum for both Whites and Negroes is in the same county, Union County, where oil fields are found and it has as its county seat a town with the significant name, El-dorado.

Mr. Trigg submitted complete information for counties and cities of North Carolina separately. Summarized, these figures show:

White	
County: Maximum—Buncombe	\$20.05
Minimum—Ashe	5.86
City: Maximum—Greensboro	37.31
Minimum—Wilmington	11.30
Negro	
County: Maximum—Transylvania	\$10.04
Minimum—Clay	1.80
City: Maximum—Greensboro	17.74
Minimum—Newbern	3.81

The Committee on Research is not discouraged but still hopes to find in the other states men like Mr. Trigg, Mr. Wiggins and Mr. Dawson who will be willing to devote some of their time to gathering important facts with regard to the school situation. Some others who have submitted valuable figures are: A. H. Gordon, Industrial College, Georgia, Cornelius King, Southern University, Louisiana, H. S. Wilson, Chestertown, Maryland, G. W. Whiting,

Montgomery, West Virginia, Harry W. Greene, Prairie View, Texas, G. W. Gore Jr., A. and I. State College, Tennessee, W. H. Fouse, Lexington, Kentucky, D. A. Wilkerson, Petersburg, Virginia. And it is not enough merely to gather these facts, but they should be made known to citizens of influence, men in authority, in order that special efforts may be made to improve the situation.

I have thus far dealt almost wholly with figures and statistics. For many, this type of treatment is dully and uninteresting. The statistical method of approach to the study of these problems is by no means the only method. There are many whose tastes and abilities would enable them to present facts from a different angle. It would be valuable to have frequent articles written describing typical situations among the Negro schools of many of the counties of the South. The Julius Rosewald Fund has recently undertaken to study typical counties. Mr. Clark Foreman and Mr. Horace Mann Bond have visited many typical counties. We hope that they will give the Association the benefit of their findings. It will be interesting to learn what benefits children in certain counties are enjoying in the way of educational facilities and what handicaps children in other counties have to overcome to get an education. Those gifted in the art of expression can make a valuable contribution by studying and writing up the school systems of some of the better counties in the South and some of the worse. If the state teachers association could interest some of their members in undertaking studies of this kind, and if these state associations would make the National Association the clearing house for all such information, we would before long have an interesting, valuable body of educational material.

The Jeanes Fund and the Julius Rosenwald Fund have been used for many years to stimulate rural elementary education. It would be interesting and valuable to study the influence of these agencies on Negro education in counties where they have been working for some years. Each state might undertake some studies along this line under the auspices of the state association, but under the guidance of the national body that procedure may be uniform and findings comparable. We who put our faith in education, especially in the education of an under-privileged group, need to be prepared to prove that faith justified, and we believe that facts intelligently presented will speak for themselves in the interest of the cause we represent.

AMERICAN EDUCATION WEEK

American Education Week will be observed November 10-16, 1930. Teachers have an opportunity to work out a program of activities for the Week that will go a long way towards bringing the subject of Education to the attention of the tax-paying public. The Division of Publications of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., has prepared some helpful material in the form of posters, leaflets, etc. that may be secured by teachers desiring them.

Table 1.—Average Expenditure for Teachers' Salaries per Pupil Enrolled
(Taken from State Reports)

YEAR	STATE	WHITE			NEGRO		
		Total Teachers' Salaries	Total Enrollment	Average Expenditure Per Pupil Enrolled	Total Teachers' Salaries	Total Enrollment	Average Expenditure Per Pupil Enrolled
1928	Alabama	\$ 10,487,761	430,707	\$24.35	\$ 1,342,620	204,583	\$ 6.56
1928	Arkansas	7,661,168	463,954	16.51	1,011,798	156,785	6.45
1928	Florida	9,448,384	267,818	35.20	927,303	93,539	9.80
1928	Georgia	10,517,374	468,375	22.45	1,390,366	246,019	5.65
1929	Kentucky	13,275,547	538,245	24.66	1,201,276	47,213	25.44
1929	Louisiana	10,511,032	276,294	38.40	1,434,100	153,661	8.68
1928	Maryland	10,122,035	220,413	45.92	1,249,753	50,487	24.75
1929	Mississippi	8,970,164	314,559	28.83	1,940,143	290,248	6.68
1928	Missouri	28,638,311	635,669	45.05	*1,000,000	37,121	26.93
1929	N. Carolina	15,959,523	586,697	27.22	2,886,448	262,081	11.01
1928	Oklahoma	19,027,347	632,858	30.06	1,171,119	49,401	23.98
1929	S. Carolina	9,188,697	248,682	35.70	1,422,520	217,809	5.89
1929	Tennessee	13,528,185	522,352	25.70	*1,500,000	115,219	13.01
1928	Texas	37,522,047	1,031,381	36.38	2,942,893	201,315	14.61
1929	Virginia	11,852,278	403,686	29.36	1,935,486	151,301	12.79
TOTAL		\$216,709,853	7,041,690	\$30.77	\$23,355,825	2,279,782	\$10.24

* Estimated.
(July, 1930)

Table 2.—Average Annual Salary—White and Negro Teachers
(Taken from State Reports)

YEAR	STATE	WHITE			NEGRO		
		Total Salaries	Total Teachers	Average Annual Salary	Total Salaries	Total Teachers	Average Annual Salary
1928	Alabama	\$ 10,487,761	12,902	\$ 813	\$ 1,342,620	3,893	\$345
1928	Arkansas	7,661,168	10,509	723	1,011,798	2,251	449
1928	Florida	9,448,384	8,963	1,054	927,303	2,187	424
1928	Georgia	10,517,374	13,716	768	1,390,366	5,328	260
1929	Kentucky	13,275,547	15,161	875	1,201,276	1,448	829
1929	Louisiana	10,511,032	9,065	1,159	1,434,100	2,894	496
1928	Maryland	10,122,035	6,855	1,476	1,249,753	1,372	910
1929	Mississippi	8,970,164	9,888	908	1,940,143	5,453	350
1928	Missouri	28,638,311	23,748	1,205	*1,000,000	1,123	890
1929	N. Carolina	15,959,523	18,223	870	2,886,448	6,003	480
1928	Oklahoma	19,027,347	17,766	1,071	1,171,119	1,364	858
1929	S. Carolina	9,188,697	8,775	1,047	1,422,520	4,496	316
1929	Tennessee	13,528,185	15,814	855	*1,500,000	2,864	525
1928	Texas	37,522,047	35,623	1,053	2,942,893	4,283	687
1929	Virginia	11,852,278	13,130	902	1,935,486	3,853	502
TOTAL		\$216,709,853	220,138	\$ 984	\$23,355,825	48,812	\$478

* Estimated.
(July, 1930)

Table 3.—Average Number of Pupils per Teacher and Average Length of Term in Days
(Taken from State Reports)

YEAR	STATE	WHITE			NEGRO			Average Length of Term in Days	
		Total Number Pupils Enrolled	Total Number Teachers	Average Number Pupils Per Tchr.	Total Number Pupils Enrolled	Total Number Teachers	Average Number Pupils Per Tchr.	White	Negro
1928	Alabama	430,707	12,902	33	204,583	3,893	52	158	127
1928	Arkansas	463,954	10,509	44	156,785	2,251	69	149.5	131.7
1928	Florida	267,818	8,963	29	93,539	2,187	42	163	128
1928	Georgia	468,375	13,716	34	246,019	5,328	46	158	137
1929	Kentucky	538,245	15,161	35	47,213	1,448	33	*162	*135
1929	Louisiana	276,294	9,065	30	153,661	2,894	53	174	112
1928	Maryland	220,413	6,855	32	50,487	1,372	37	188	177.6
1929	Mississippi	314,559	9,888	31	290,248	5,453	53	.....	.....
1928	Missouri	635,669	23,748	26	37,121	1,123	33	*162	*135
1929	N. Carolina	586,697	18,223	32	262,081	6,003	43	151	136.8
1928	Oklahoma	632,858	17,766	33	49,401	1,364	36	162	153
1929	S. Carolina	248,682	8,775	28	217,809	4,496	51	173	114
1929	Tennessee	522,352	15,814	33	115,219	2,864	40	165.5	156
1928	Texas	1,031,381	35,623	28	201,315	4,283	47	*165	*135
1929	Virginia	403,686	13,130	30	151,301	3,853	41	174	151
TOTAL		7,041,690	220,138	32	2,279,782	48,812	44	†162	†135

* Estimated.
† Median.
(July, 1930)

REPORT OF COMMITTEE TO COOPERATE WITH NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

(The Bulletin is pleased to list below the report of the N. E. A. Committee to Cooperate with the National Association of Teachers in Colored Schools on problems in Negro schools which was adopted by the N. E. A. at Columbus, Ohio, in July, 1930.)

This committee was first authorized and made permanent by the Association at the meeting in Philadelphia, July, 1926, under the presidency of Miss Mary MacSkimmon. She appointed the first committee which included both white and colored members of the National Education Association. It was first designated "A Committee on Problems in Colored Schools." At the annual convention of the N. E. A. in Minneapolis in 1928 the committee was reorganized and renamed by Miss Cornelia S. Adair, who was then President of the Association. It has since been known as "The Committee of the N. E. A. to cooperate with the National Association of Teachers in Colored Schools." Beginning at Minneapolis the committee has had five meetings—the other four being held at Cleveland, February, 1929; Atlanta, July, 1929; Atlantic City, February, 1930, and the fifth here in Columbus, yesterday, July 1, 1930.

The present membership of the committee includes 19 persons whose educational interests and activities are varied, and who are fairly representative of the country as a whole. The list includes both white and colored representatives, and is as follows:

- N. C. Newbold, Chairman, Director, Division of Negro Education, State Department of Education, Raleigh, N. C.
- S. G. Atkins, President, Winston-Salem Teachers College, Winston-Salem, N. C.
- Francis G. Blair, State Superintendent of Public Instruction, Springfield, Illinois.
- Mabel Carney, Teachers College, Columbia University, New York.
- Jackson Davis, Assistant Director of Education, General Education Board, 804 Grace-American Building, Richmond, Virginia.
- Leo M. Favrot, General Field Agent, General Education Board, 910 Louisiana Bank Building, Baton Rouge, La.
- R. S. Grossley, President, State College for Colored Students, Dover, Delaware.
- W. J. Hale, President, Tennessee Agricultural and Industrial College, Nashville, Tennessee.
- Florence Holbrook, Principal, Phillips Junior High School, 244 E. Pershing Road, Chicago, Illinois.
- James H. Hope, State Superintendent of Education, Columbia, S. C.
- Arthur J. Klein, Chief, Division of Higher Education, U. S. Office of Education, Department of Interior, Washington, D. C.
- Florence M. Read, President, Spelman College, Atlanta, Georgia.
- W. W. Sanders, Executive Secretary, National Association of Teachers in Colored Schools, Box 752, Charleston, W. Va.

S. L. Smith, Director of Rural Schools, Julius Rosenwald Fund, 502 Cotton States Building, Nashville, Tennessee.

Willis E. Sutton, Superintendent of Schools, Atlanta, Georgia.

Fannie C. Williams, Principal, Valena C. Jones School, 1922 Louisiana Avenue, New Orleans, Louisiana.

W. T. B. Williams, Field Director, John F. Slater Fund, Tuskegee Institute, Alabama.

J. P. Womack, President, Henderson State Teachers College, Arkadelphia, Arkansas.

Arthur D. Wright, Department of Education, Dartmouth College, Hanover, N. H.

In the first report of the original committee presented to the N. E. A. in Philadelphia, two recommendations were made:

1. That this committee be one of the permanent committees of the Association.
2. That there be an annual exchange of fraternal greetings between the National Education Association and the National Association of Teachers in Colored Schools.

Both of these recommendations were adopted, and have been carried out each year beginning at Minneapolis in 1928.

The committee's report to the N. E. A. at Minneapolis in 1928 included five recommendations, which were adopted as follows:

1. That studies or surveys be made by the committee or under its direction:
 - a. Collecting data on the status of Negro education in America.
 - b. A basic study of the conditions affecting the health of the Negro school child as they exist at the present time.
2. That in at least one program of the General Sessions, there be included an address by some leader in Negro education.
3. That a Negro musical organization be invited to furnish the music for at least one program of the General Sessions.
4. That the N. E. A. give its sympathetic interest and encouragement to the preparation of a motion picture which will describe on a factual basis the "History of Negroes in America", their struggles, their accomplishments in education, literature, art, music, and in the accumulation of wealth, their contributions to America in industry, agriculture, in the arts and sciences, and in peace and war.
5. That this committee be a permanent one, and that the budget include adequate appropriations for its activities.

Since the adoption of these recommendations, your committee has done what it could to make them effective. Members have recently assisted the National Advisory Committee in Education in their search for information on Negro education. Also, several members of this committee are members of

the White House Conference on Child Health and Protection. Thus, the Minneapolis recommendations regarding studies in Negro education and health are being given serious study by organizations which give promise of some helpful results.

Recommendations 2 and 3 were carried out in the Atlanta meeting a year ago. Dr. Moton, Principal of Tuskegee Institute, gave an address which was one of the outstanding events of the convention. Also, some of the Negro musical organizations of Atlanta, aided by the Tuskegee and Hampton Quartettes, gave musical entertainment at one of the evening sessions. This, too, was highly enjoyed and appreciated by an audience that filled the large Atlanta auditorium.

Some efforts have been made to secure money and talent to produce the motion picture recommended in the Minneapolis report, but so far, without definite results. We shall try again.

In all the meetings of the committee since Minneapolis—in Cleveland, Atlanta, Atlantic City and here in Columbus, two subjects have claimed most of our attention, viz: (a) The present status of Negro Education in America and (b) the health of the Negro school child. As has been previously shown, these are now being studied by two national organizations, viz: the National Advisory Committee on Education, and "The White House Conference on Child Health and Protection."

Other matters which have been given considerable attention in these meetings are the following:

First—The question of soliciting aid from the Federal Government, through the proper channels, to lend its influence in behalf of Negro education, was first proposed at the Cleveland meeting in February, 1929. This matter has come up again and again in later meetings, at Atlanta and Atlantic City, and again here in Columbus yesterday. A special sub-committee has been appointed to continue the study of the problems of "Equalization of Federal Aid for Negro Education."

In this connection it has been suggested that graduate students could work out a bibliography on Federal Aid which is sorely needed. Also, the graduate students might select the subject of Federal Aid for Negro Education as doctorate theses.

Second—A sub-committee composed of six members has been appointed to select and compile a list of problems on Negro education, this list to be submitted to the various institutions in this country where graduate courses are offered, in the hope that graduate students may be inclined to select from this list some of the topics which most need early study analysis.

This sub-committee is charged also with the responsibility of "finding out what institutions of higher learning in the South have done toward studying problems of the Negro race."

Third—A sub-committee was appointed to aid the National Association of Teachers in Colored Schools in setting up objectives for the work of that organization, in any way that may be desired.

Fourth—A sub-committee was appointed to study health education for Negroes in Tennessee, Virginia

and other states. The chairman of this sub-committee in his report to the full committee at Atlantic City, said: "There are a few serious attempts to promote health education among Negroes, but so far as he knew there had been no worthwhile general health education program put into operation." Continuing, he states: "With all that has been said and done by the health agencies and officials we are confronted with the fact that tuberculosis among Negroes has reached about the same position as it had among whites a quarter of a century ago. Although the death rate has declined considerably, still the death rate among Negro children of the South is almost six times that of whites of the same age."

The chairman of this sub-committee further reported that a serious study of the problems of Negro health is now being undertaken in Tennessee, which promises to be the most helpful of such studies ever before projected. This study is being made under the direction of the Health Commissioner of Tennessee, and is being undertaken jointly by Fisk University, and the State Health Department. The study includes three phases:

a. "The first phase consists of a statistical study and includes the most complete statistical analysis of racial differences in mortality, morbidity and birth rates which it is possible to make from available data."

b. "The second phase includes a field epidemiological study as extensive as possible in an effort to make out the various differences discovered by the statistical study."

c. The third phase is the most important, as it will be an inquiry into the methods and agencies necessary to correct the reasons for existing racial differences.

"In this study the United States Public Health Service, and various independent and philanthropic agencies are giving full cooperation."

The state boards of health in several of the states, such as Virginia, North Carolina, and others, have carried the message of disease prevention and good health to all the people, Negroes as well as whites. Thousands of Negro children have been given remedial treatment in dental clinics, as well as in clinics for removal of diseased tonsils and adenoids. The same widespread interest in the health of Negroes is shown in the well-organized programs for vaccination against small-pox, typhoid fever, and other such preventable diseases.

While these programs are not strictly speaking health education, they are the same as those carried out for white people. There is, therefore, some ground for hopes of BETTER THINGS in the health of Negro school children in all the South.

Your committee has cooperated with the National Association of Teachers in Colored Schools in another undertaking: The president of that organization a little more than a year ago recommended that a Negro be selected in each state to gather data with regard to Negro education, and to work on some specific problem of research. A member of our committee has consulted the leading sociologist at Fisk

University on this matter, and offered any further aid our N. E. A. Committee can give.

However far we have gone in our modern educational schemes and practices, it is still true that "as is the teacher, so is the school." While considerable progress has been made in recent years, it is again still true that in some states of the South 25% of the Negro teachers have had only elementary school education, and that another 25% have had less than four years of high school. Also, if measured by standard requirements, it is doubtless a fact that more than half the other 50% would fall short of high school graduation.

When it is understood, therefore, that approximately 10,000,000 Negroes live in the Southern states, that this number constitutes about one-third the total population and that, in some sections, three-fourths of the teachers have less than a standard high school education, we shall be able to appreciate in some measure, the tremendous task both education and economic which faces that section of our great common country—our beloved United States of America.

To prevent the picture from presenting too gloomy an outlook it should be stated that other sections of the South the conditions are reversed. In these sections more than 75% of the Negro teachers are graduates of four year high schools, 25 to 40% have two to four years of college education.

In this connection, it is extremely encouraging to note that the Congress of the United States recently appropriated \$200,000.00 to be used in making a thorough study of teacher-training in this country. This study is to be made under the direction of the United States Office of Education. Inasmuch as the need for trained Negro teachers is so urged we recommend and urge that a sufficient amount of the sum appropriated be used for a thorough and complete study of the teacher-training facilities and the needs for trained teachers in the Negro schools of America.

In concluding this report, your committee recognizes the fact that the statements given above are only a very brief and imperfect outline of what has been attempted so far, and planned for further action. In view of the fact that education and health are twin paramount needs of the Negro race in this country we recommend:

That the National Advisory Committee on Education now sitting in Washington, study the possibilities of securing the assistance of the Federal Government:

- a. In improving and increasing the facilities of the higher institutions for training Negro teachers.
- b. In establishing and developing two or three centers in the South, higher institutions for training doctors, dentists, and nurses for the Negro race.

To this end we request and urge the National Advisory Committee on Education to hold a series of conferences in the Southern states, and invite to

these conferences outstanding representatives of both races, where all problems involved may be faced frankly, and discussed with intelligence and understanding.

Respectfully submitted,
R. S. GROSSLEY, Secretary.
N. C. NEWBOLD,
Chairman of the Committee.

Approved by the Representative Assembly of the National Education Association, in Columbus, Ohio, July 2, 1930.

H. A. HUNT AWARDED SPRINGARN MEDAL

(Continued from page 13)

the crops to plant and how to care for and market their produce. Every summer they gather the pig, corn and canning club boys and girls of the counties to the school for a week of instruction and good times.

Later in the month come the farmers, who discuss their problems. Every year more of their cotton patches are escaping the plague of the boll weevil, for they are being taught the need of rapid cultivation and arsenic poison in combating it.

The school supports a registered nurse who in addition to holding classes in physiology, hygiene and home nursing carries on a wide community work. She pays regular visits to the Negro homes in Fort Valley; she answers requests of doctors to attend the poor who are ill and attends to confinement cases and helps to see that babies get a healthy start in the world. She holds clinics at the health center, just across the highway from the school campus, and she gives health talks to congregations, clubs and schools as she goes about the county.

Professor Hunt has also provided a colored missionary for his community. He visits the Negro quarters on the peach orchards and encourages the families to have Bibles and to attend Sunday-school and church. He assists with the preachers' congress that is held at the school the last of July each year for all the preachers of that section.

Not satisfied with all this outside community work, Professor Hunt has tried to reach the boys who hang around on street corners every summer between the closing of the peach season and the beginning of the cotton picking season. He has tried to provide them with amusement in the form of baseball games, giving them the use of the school ballgrounds, shower baths and the school truck to take them to nearby communities for contests. He shows them movies and arranges other kinds of amusements to help take up the time of the enforced period of idleness.

With all these programs under way, Professor Hunt's school has become a great Negro center designed to bring about the improvement of the race socially, morally and economically. The institution as it stands represents the life work of Professor Hunt, a work that now has received recognition in the award of the Springarn medal.

REPORT OF WM. W. SANDERS, EXECUTIVE SECRETARY, N. A. T. C. S.

Petersburg Meeting, July 22-25, 1930

The Trustees, General Council and Delegate Assembly of the National Association of Teachers in Colored Schools:

I beg to submit herewith a report of my activities as Executive Secretary of the National Association of Teachers in Colored Schools for the eleven months period beginning August 2, 1929, and ending June 30, 1930.

General Statement

The National Association of Teachers in Colored Schools offers an opportunity for united effort on the part of all those teaching in Negro schools to improve general conditions affecting the education of the Negro youth in America; to create high professional and ethical standards; to stimulate public opinion in support of education; and to provide a medium through which the educational ideals of Negro teachers may be expressed. Your Executive Secretary has had these objectives in mind throughout the year, and has endeavored to broadcast them in every manner possible. It has been encouraging to note the splendid responses that have been made on the part of those who are interested in the work of the Association. These responses have come in the form of words of encouragement as well as cash remittance. The Association has experienced some difficulty in securing a sufficient amount of finance to carry on its activities. For several years the Association has closed the year with a deficit thereby hampering the efforts of the Executive Secretary in his work during the succeeding year. No forward looking program could be undertaken because of the burden of debt that rested upon the Association. During the current year we have endeavored to run as far as possible on a cash basis. This has been difficult because we began the year with no funds on hand to meet current obligations. However, we have succeeded in reducing the deficit to a considerable extent. Our financial report which is attached herewith, while not as satisfactory as we had hoped, nevertheless shows evidence of an awakening interest on the part of those who are teaching in Negro schools throughout the country.

The Association cannot hope to meet a ready response on the part of the classroom teacher so long as it has to consume the major portion of its time and energy in the securing of funds to clear deficits and carry on its activities. It must offer a constructive program that will appeal to the imagination of the teacher; thereby creating enthusiasm for the cause. Teachers like others will not hesitate to make financial contributions to an organization that demonstrates its ability to render worthwhile services to them. Our first major objective, therefore, should be to clear the Association of debt, create a surplus and place the Executive Secretary's office in a position to give attention to major problems affecting the teacher and the school.

The second objective of the Association should be to make a careful study of educational conditions affecting Negro schools throughout the country, make comparisons on the expenditures for Negro and white education, collect data bearing upon school attendance and serve as a clearing house for all information pertaining to such matters. Statistics bearing on the cost of Negro education are unattainable. None of the states that segregate Negro schools collect information bearing on such matters as teachers' salaries, miscellaneous expenditures, school buildings, repairs and improvements, etc. The Association should endeavor to encourage states to gather such data so that the public may know the facts, and thereby be encouraged to make a larger contribution towards the support of Negro schools. It is quite encouraging that rapid progress is being made in public support of the education of the Negro in practically every state where there are separate schools. Appropriations to institutions of higher learning, the development of high schools and the improvement of the elementary and rural school in practically every state in the Union have made a fine contribution to the education of the Negro youth. The National Association of Teachers in Colored Schools is intensely interested in what is going on, and congratulates those states that are taking such a statesman-like view of the whole problem of education. It is believed that should data as indicated above be collected, a much more general response to our educational needs and demands would be made on the part of the public.

The third objective of the Association should be to make the Bulletin an outstanding publication, serving as a medium through which might be expressed the idealism of the 50,000 persons teaching in Negro schools. This publication should be guaranteed ample support so that it will not be hampered in its effort to collect and publish such material as will promote the interest of education.

Campaign

During the year we have conducted a vigorous campaign for membership. The Executive Secretary's office was hampered in the conduct of this campaign because of the inexperience in such work of all the persons connected with the office. There was some delay in transferring the books, files and other equipment from Tuskegee Institute to Charleston. The office did not have the benefit of the experience of the former Executive Secretary. This necessarily handicapped him in his work of promoting the organization, since in many instances new contacts had to be made in a number of states. Early in September an appeal was sent to the officers of the Association for support in putting on a campaign to clear the Association of debt. Only a few of the officers responded to the several letters sent out. Among the replies that came was a letter from Dr. N. C. Newbold, Director of the Division of Negro

Education in North Carolina who suggested that he would be one of 200 persons in the South who would give \$5.00 per month for three months to complete an affiliating membership. Forty-one persons accepted the suggestion made by Dr. Newbold, and paid a part or all of the \$15.00 pledge. Should we be able to secure the 200 persons to pay the \$15.00 affiliation fee, we would clear the Association of debt, and leave a working balance that would enable the Association to run on a cash basis and give attention to problems other than finance. It is sincerely hoped that the officers of this Association will at this meeting devise a definite plan whereby we may secure the 200 persons referred to. This will not be a difficult task if each officer will give his personal attention to the matter of securing prospective persons who might be interested in this project.

Life Membership

We are pleased to report that several persons have extended their affiliating membership into a life membership. We have withheld sending out life membership certificates pending the Association's approval of such a certificate. The certificate formerly used does not seem becoming to the dignity of the Association.

Budget

A glance at the financial sheets submitted herewith will show that the Association has lived within the budget set up at the Jackson, Mississippi, meeting.

I am pleased to submit herewith a suggested budget for the year 1930-31 together with an allotment of membership in each state.

Recommendations

1. That each member of the General Council make himself personally responsible for the organization of a membership campaign in his state, working directly with the Executive Secretary's office.

2. That the Executive Secretary be permitted to organize a campaign for membership on such a plan as he may deem expedient; that he be given authority to secure key persons to solicit memberships in the several states.

3. That in view of the fact that the Bulletin and the Executive Secretary's office have interests in common, the Bulletin be consolidated with the Executive Secretary's office.

4. That the Executive Secretary be empowered to secure such assistance as is needed to conduct the affairs of the office provided that no amount be expended in excess of the total budget.

Conclusion

I wish to express my appreciation for the cooperation and assistance that I have received from many persons during the year.

Respectfully submitted,
WM. W. SANDERS, Executive Secy.,
National Association of Teachers in
Colored School.

Quota of Members Assigned to Each State

Alabama	730
Arkansas	500
Delaware	100

District of Columbia.....	150
Florida	500
Georgia	1000
Kentucky	350
Louisiana	500
Maryland	270
Mississippi	890
Missouri	220
North Carolina	900
Oklahoma	700
South Carolina	700
Tennessee	500
Texas	1000
Virginia	1200
West Virginia.....	500
Pennsylvania	100
New Jersey	100
Ohio	100
Indiana	50

Above is the apportionment of the National Association of Teachers in Colored Schools for each state. It is hoped that those who are interested in the National Association will cooperate with the officers by helping to formulate an organization that will bend every effort to the quota assigned to their state. Representation in the Delegate Assembly of the N. A. T. C. S. is based upon the number of members that a state has in the National Association. Let us see which state will be the first to secure the number of members assigned.

Suggested Budget

Expenditures:

Salaries, Executive Secretary.....	\$ 600.00
Clerical services office Executive Secretary..	1,200.00
Assistant to the Executive Secretary, Editor of the Bulletin, Field Representative....	1,500.00
Postage and stationery Executive Secretary's Office.....	600.00
Printing	200.00
Bulletin	2,000.00
Traveling expense of officers, committees, etc.	700.00
Treasurer's office	150.00
Auditing expenses	125.00
Research	200.00
1928-29, 1929-30 deficit.....	2,589.59

Making a total budget of.....\$9,864.49

PRESIDENT WILLIAMS' MESSAGE TO TEACHERS IN COLORED SCHOOLS

(Continued from page 5)

the N. A. T. C. S. Every classroom teacher a member. Read the new constitution. The N. A. T. C. S. is a democratic organization. An equal opportunity for service is extended to all teachers. Join now!

With the hope that the school year 1930-31 will bring a large membership enrollment to the Association and that each teacher will have a chance to render efficient service to the children, I am

Cordially yours,
Fannie C. Williams, President,
National Association of Teachers
in Colored Schools.

Report of Auditing Committee

The Auditing Committee made the following report to the delegates and visitors assembled in the 27th annual meeting of the National Association of Teachers in Colored Schools at Petersburg, Virginia, July 22-25, 1930:

National Association of Teachers in Colored Schools Petersburg, Virginia

The report of M. H. Griffin, Treasurer, shows receipts of \$5,446.16 (balance of 36.17 from previous report included) and expenditures of \$5,419.78. These items have been checked and they agree with the detail as shown by the treasurer's books. There is a balance of \$26.38 on hand as of June 30, 1930.

The accounts of the Executive Secretary have been audited and the following is taken from the cash record carried in that office:

Receipts	\$5,824.84
Annual membership.....	\$3,924.00
Affiliating membership.....	300.00
Life membership.....	318.50
State affiliation.....	435.00
Advertising	591.52
Miscellaneous	255.82
Expenditures	\$5,330.64
Salaries	\$2,534.95
Miscellaneous	321.70
Sundry Accts. payable.....	1,829.87
Travel	448.48
Communication	185.64
Refund	10.00
	<hr/>
	\$ 494.20
Less worthless checks taken up during the eleven month period ending June 30, 1930	352.00
	<hr/>
Amount in the hands of the Executive Secretary.....	\$ 142.20

It does not seem advisable to depend upon proper audit of these accounts in the short time now allowed for this purpose. It is suggested that the accounts of the Executive Secretary and those of the Treasurer be placed in the hands of person charged with the responsibility of auditing ten days prior to the meeting of the Association. It will facilitate the handling of this work and make possible a complete audit if the following records are made available:

a. Annual financial statement for period to be audited.

b. Receipt books.

c. Cash book.

d. Ledgers.

e. Vouchers in order of payment.

f. Cancelled checks in order of issue.

g. Bank pass book balanced as of date on which audit ends.

h. A list of accounts payable in itemized form.

Your committee recommends the following:

That an agreed balance be certified to by both Secretary and Treasurer as a starting point for installation of a system.

That a voucher system be installed and uniform receipts in duplicate be adopted.

That the Secretary be granted a Revolving Fund of one hundred dollars (\$100.00) to be replenished upon presentation of properly drawn vouchers.

That the President be granted a Revolving Fund of one hundred dollars (\$100.00) to be replenished upon presentation of properly drawn vouchers.

That no expenditures be made except upon vouchers properly numbered and drawn upon all funds and that each voucher specify purpose for which drawn.

That all funds be deposited to the credit of the Association.

Respectfully submitted,

C. E. Jones,

C. E. Mitchell,

J. B. Clarke

Report of Committee on Findings

The Committee on Findings reported as follows to the Twenty-seventh Annual Session of the National Association of Teachers in Colored Schools held at Petersburg, Virginia, July 22-25:

The Association views with ever mounting hope the movement within the profession so manifest at this convention to search out the facts and to critically survey the recent advancement made in Negro Education. It heartily endorses the pronouncement of its President, when in his annual address he warned against the danger of permitting an emotional enthusiasm over apparent progress to blend the eyes to facts which would give little occasion for optimism. While the increases in appropriations, and the improvement and expansion of the physical plants of Negro Schools and Colleges supported by public funds represent a growing interest on the part of states, counties and municipalities in the education of Negro children, every intelligent means must be employed to keep before the profession and the laity the glaring inequalities and discrimination which still characterize the attitude of public educational boards and officials in dealing with the Negro child.

Obvious discrimination in the per capita expenditure of funds accruing from public taxation for education.

The almost lack of public high schools for training Negro boys and girls in the trades.

Inadequate equipment and obsolete methods in those high schools purporting to teach the trades.

The absence of provision in secondary schools for the intelligent and sympathetic guidance of students in the choice of and preparation for definite vocations.

The comparatively low salaries of principals and teachers, the excessive administrative and teaching loads of executives and instructors; the almost total lack of provision for training in the aesthetic and cultural pursuits, the lack of provision and facilities for creative comforts and health; the barren unimproved condition of school grounds in the majority of the high schools for Negro.

The failure of the states to keep pace in the training of teachers with the commendable advancement made in the last decade in the improvement, expansion and equipment of the physical plants of the state institutions of higher learning.

These are some of the true conditions within the field of Negro education which a factual study and a critical survey of its present status reveal. The Association feels that it can commit itself to no higher task than to facilitate the searching out and dissemination of facts of this type which would give a reliable basis of approach to the real educational needs of the Negro child, not only in the South but in the entire country, and would present them with greater convincingness to the mind and conscience of the American people.

The Association would commend such movements initiated and fostered by the Federal Government for the gathering of reliable educational data as:

The National Advisory Committee on Education and the White House Conference on Child Health and Protection.

It would commend the fine spirit of co-operation manifested by the National Education Association in effecting in 1926, the appointing of a permanent committee to co-operate with the National Association of Teachers in Colored Schools and for the constructive program thus far perfected as a result of that co-operation for the study of (a) The Present Status of Negro Education in America and (b) The Health of the Negro School Child.

The Association wishes to commend further the generous and statesmanlike aid given by the great educational boards and foundations and their representatives in improving the status of Negro education in the entire country and especially in the Southern states. It would specifically mention in this connection the General Education Board; the Jeannes and Slater Funds, the Phelps-Stokes Fund and the Julius Rosenwald Fund with its far visioned program of aid and improvement in so many different phases of Negro education.

It would salute those courageous men and women who on meagre pay, are spending their summers and off hours during the school term in further preparing themselves as teachers of Negro youth. With approximately fifty per cent of Negro teachers still falling below the level of high school graduation in their professional preparation the Association considers the proper training of teachers as the most outstanding present need of Negro education.

The committee strongly recommends that a commission of five be immediately appointed with full authority to find a way to provide for a full-time executive secretary and to devise ways and means of maintaining his office.

Respectfully submitted,

John M. Gandy, Chairman
W. T. B. Williams,
Mary McLeod Bethune,
S. G. Atkins,
John G. Wright, Secretary.

COMPARATIVE COSTS OF PUBLIC EDUCATION

(Continued from page 14)

cents in the four black belt states of Alabama, Georgia, Mississippi and South Carolina, that the facilities, standards, etc., must be adjusted to these reduced resources or that an enormous increase in educational funds must be made.

Failure to Equalize Expenditures, and Example of Inequality

Before contrasting expenditures between the faces let us consider that school officials charged with managing schools in an average community of the South, must operate TWO systems on a budget which is only 63% of the national average. This difficulty is increased by the pressure of standardizing and accrediting agencies insisting upon higher standards which inevitably mean larger expenditures. For example—if a typical community in one of the four states having the largest Negro population wishes to maintain a high school rating comparable with that of a similar high school in another section of the country, that community, after doubling its present expenditure, would have only 88% as much for the purpose as the typical community of the country as a whole. Just how much this condition affects expenditures between the races cannot be determined, though we all know the standard of white schools is much higher.

Inequality of educational opportunity between the races dates back to the development of the public school system following the Civil War. During the period, 1867 to 1891, Negro teachers of the Black Belt received larger salaries for longer terms than existed in white schools. For example, in 1880 the Negro schools of Autauga County, Alabama, ran 83 days, white schools 62 days; average salary, colored \$25.13, white \$22.25. Montgomery County—length of term, colored 93 days, white 73 days; salary, colored \$35.10, white \$22.00.* Of course the reverse was true in counties predominately white. This condition maintained for a number of years, until teachers associations and officials in the various states made it an issue. In some states it was very difficult to keep the legislatures from apportioning educational funds on the basis of property tax of the two races. These proposals were defeated, but led to methods of apportioning state funds through local officials who were free to determine expenditures between white and colored schools. The salaries of colored teachers were reduced and terms shortened following this adjustment. This change was soon followed by the adoption of local units of taxation which brought a large proportion of the burden of educational support down on the land. A tax on real estate seems the most burdensome probably because it is direct and hence not so easily shifted. The local tax system has certainly had a bad influence upon the willingness of officials to support Negro schools.

*Superintendent's Report.

(Continued on next page)

Some Examples of Inequality in Expenditures

ALABAMA—Autauga County in 1928 had a white school population of 3,287 and a Negro population of 4,572. This county received \$33,564.00 from the state (\$4.27 per capita). To this was added \$52,853.92 from the county, or a total per capita of \$11.00. The county expended \$23.16 per capita on whites and \$2.25 per capita on colored.

Wilcox County, Alabama, received \$4.27 per capita from the state and expended 69 cents.

SOUTH CAROLINA—In 1928-29 South Carolina expended \$60.00 per capita for white students and \$7.89 per capita for colored students. The value of all school property for whites was \$35,000,000.00, for colored \$4,500,000.00.

MISSISSIPPI—In 1928 Clay County, Mississippi, expended 45 cents per capita on its colored schools; LeFlore County spent 81 cents per capita; Lamar County spent \$10.12. The average per capita for the whole state was \$2.85 with a state apportionment of \$2.75.

In Coahoma County, Mississippi, with a white school population of 3,755 and a Negro population of 16,997, there was expended for whites \$200,000.00 and for Negroes \$40,000.00, or a per capita expenditure of \$53.00 for whites and \$1.53 for Negroes.

NORTH CAROLINA—North Carolina spent an average of \$8.23, ranging from \$6.36 in Edgecombe County to \$26.88 in Durham County.

ARKANSAS—The state apportionment in Arkansas was \$5.38 and the average expended for Negro schools was \$7.77, ranging from \$1.14 in Yell County to \$20.61 in Sebastian County.

LOUISIANA—The State apportionment in Louisiana is \$7.88. The average expended for colored schools is \$11.93 with a range from \$1.36 in St. John Parish to \$28.20 in Orleans Parish. The average expended for white schools is \$53.26.

Table Showing Per Cent of Total Enrollment, Expenditures for Buildings, Salaries, and Teaching Equipment of the Schools in Nine Southern States, 1928

STATE	Enrollment	Buildings	Total Salaries	Teaching Equipment
Alabama	37%	7%	15%	16%
Arkansas	23%	9%	14%	11%
Florida	28%	13%	2%	6%
Georgia	34%	8%	12%	1%
Louisiana	38%	12%	14%	10%
North Carolina....	33%	6%	14%	*
South Carolina	43%	10%	14%	5%
Oklahoma	8%	**	**	*
Virginia	30%	**	16%	*

*Not separated.
**No data.

Av. 31% Av. 9.3% Av. 12.5% Av. 8%
R. 8 in Okla. to 45 in S. C.; R. 6 in N. C. to 13 in Fla.; R. 2 in Fla. to 16 in Va.; R. 1 in Ga. to 16 in Ala.

Some Facts Bearing on Educational Finance in the South, 1928

STATE	Total Expended for Education	Per Ct. of all Revenues Spent for Education	Total Wealth	Per Capita Wealth
Alabama ...\$	24,540,666	47.10	\$ 3,002,043,000	\$1,244
Arkansas ..	15,946,309	41.10	2,599,617,000	1,439
Florida	33,500,859	33.59	2,440,491,000	2,358
Georgia	21,156,251	34.93	3,896,759,000	1,306
Kentucky ..	27,591,933	39.75	3,582,391,000	1,459
Louisiana ..	25,185,418	36.38	3,416,860,000	1,855
Maryland ..	27,279,981	39.36	3,990,730,000	2,665
Mississippi..	22,928,806	39.93	2,177,690,000	1,216
Missouri	58,309,634	42.70	9,981,409,000	2,903
N. Carolina	47,047,191	52.63	4,543,110,000	1,703
Oklahoma ..	36,507,624	41.43	3,993,524,000	1,864
S. Carolina	19,512,899	44.92	2,404,845,000	1,385
Tennessee ..	26,906,480	42.80	4,228,251,000	1,775
Texas	78,684,784	43.15	9,850,888,000	2,010
Virginia	30,821,350	41.54	4,891,570,000	2,050
Total	\$495,920,185		\$65,000,178,000	
Average..		41.42		\$1,815

STATE	Per Ct. of Total Population Aged 6 to 13 that are Negroes	Per Ct. of Total Expenditures for Education Recd. by Negroes
South Carolina.....	54.9	10.66
Mississippi	53.0	10.51
Georgia	43.5	13.33
Louisiana	39.3	9.98
Alabama	38.9	8.40
Florida	36.9	7.91
North Carolina	31.5	12.13
Virginia	31.3	11.09
Arkansas	25.9	15.99
Tennessee	22.9	11.93
Average	57.8	11.93

GOOD SCHOOLS

It is of the greatest importance that every state shall constantly examine its school system in order to remove weak spots and to bring it to the highest possible point of efficiency. Neither cost nor other obstacles should be allowed to prevent achievement of this result. If it can be attained with a low tax rate, well and good. If high tax rates and real sacrifice are necessary they should be accepted. The cost of poor schools in the long run is likely to be far greater than the cost of good schols. The question should not be: *Can we afford good schools?* Rather it should be: *Can we afford not to have good schools?*

—N. E. A. Research Bulletin.

* BIRD'S-EYE VIEW OF THE NUMBER OF NEGRO INSTITUTIONS OF HIGHER LEARNING, ENROLLMENT, NATURE OF CONTROL, ANNUAL INCOME AND CAPITAL INVESTMENT AS OF 1926-27

Nature of Control	Number of institutions	Number of Students	Annual Income	Capital Investment
State.....	22	3,464	\$3,201,575.00	\$10,443,746.00
Independent Board.....	9	4,349	2,349,739.00	8,329,507.00
Northern White Churches.....	31	4,067	1,893,333.00	12,630,580.00
Negro Churches.....	17	1,980	1,071,636.00+	6,369,174.00
GRAND TOTAL	79	13,860	\$8,583,210.00+	\$38,680,000.00

* Survey of Negro Colleges and Universities, Chapter 1, Bulletin No. 7 of 1928, The Bureau of Education, Washington, D. C.

Total number of Teachers: 1,046; average salary varying from \$800 to \$2,700. Presidents' salaries varies from \$2,000 to \$10,000 while Deans get between \$1,000 to \$3,800.

* AN ANALYSIS OF THE SOURCES OF INCOME OF THE FOUR TYPES OF NEGRO INSTITUTIONS OF HIGHER LEARNING 1925-1926

Nature of the Source	Type No. 1	Type No. 2	Type No. 3	Type No. 4	Grand Total
1. State Appropriations	\$1,909,161.00	\$ 12,000.00	\$ 5,900.00	\$ 280,160.00	\$2,207,221.00
2. Federal Appropriations	259,120.00	226,400.00	.....	.....	485,520.00
3. Church Appropriations	3,963.00	28,600.00	745,346.79	395,347.00	1,371,056.79
4. Interest on Endowment	14,612.00	850,707.00	165,299.93	11,490.00	1,042,108.93
5. Gifts for Current Expenses.....	117,479.00	705,261.00	163,423.60	20,120.00	1,006,283.60
6. Student Fees	438,035.00	459,774.00	531,292.36	272,589.00	1,701,690.36
7. Sales and Services	307,721.00	29,844.00	98,741.40	12,020.00	448,326.40
8. Other Sources	151,484.00	37,153.00	227,540.64	79,910.00	496,087.64
	\$3,201,575.00	\$2,349,739.00	\$534,883.72	\$1,071,636.00	\$8,758,294.72

* Re-tabulated from data found in the Survey of Negro Colleges and Universities, Bulletin No. 7 of 1928, U. S. Bureau of Education.

A BRIEF HISTORY OF HIGHER EDUCATION OF THE NEGRO

(Continued from page 16)

lege courses before 1900. Many other institutions which existed as elementary or secondary schools before this period advanced later to a collegiate level. Today there are 79 so-called colleges, 77 of which offer very distinctly collegiate courses along side with (in some cases) secondary, trade, and other courses.

In 1900 there were enrolled in all these colleges 686 students taking collegiate work. This number has now risen to 13,860. About 4,000 more students are now studying in white universities, mostly in the north where the universities have kept their doors open irrespective of race or creed. The total expenditure on Negro education in all Negro institutions was over eight and one-half millions in 1926-27. There is every reason to believe that this figure has passed the ten million mark during the last three years on account of the great changes that are actually taking place during this period as recommended by the authors of the report of the Bureau of Education, "The Survey of Negro Colleges and Universities." From the following table it will be seen that the states are spending nearly one-fourth of the total expense. Of the 22 state institutions for Negroes, 19 are located in the south. This means that the South is gradually realizing its responsibility in the matter of higher education for the Negroes. These are significant facts and hopeful signs of a possible understanding between the two races.

Co:education exists in all institutions but seven. Of this number, three are exclusively for women while the remaining four are for men only. There is almost an equal distribution of men and women in colleges, 51:49.

In my next article "What Is Wrong With Our Education?" I will deal with some of the glaring defects which exist in our curricula, our management, our lack of objectives, our method of discipline, etc.

The teaching of ideals is by its nature spontaneous and unstudied. And it has to be sincere. The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people—approximately eight hundred thousand—so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record as that.—President Hoover.

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The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

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THE PRESENT STATUS OF HIGH SCHOOL EDUCATION AMONG NEGROES—A FACTUAL AND CRITICAL SURVEY

By W. A. ROBINSON

(Address delivered before the National Association of Teachers in Colored Schools)

When it was suggested to me by Dr. Johnson that I present this subject before you at this time, it occurred to me that probably even he did not know that just ten years ago in 1920, immediately after the World War, Professor Benjamin Brawley, then dean of Morehouse College and President of the Association of Colleges for Negro Youth, had written what was probably the first paper on the same subject. Under the direction of the Association of which he was president, Mr. Brawley published a little pamphlet of twelve pages on the subject, "The Present Status of Negro High Schools." That paper, however, dealt with the situation from an angle different from the one from which I shall ask your attention in this paper. Ten years ago the problem of the colleges was to bring public school authorities in the South, boards of private philanthropy and the Negroes in charge of Negro schools to realize that there were no Negro public high schools and that this fact forced the necessity upon the Negro colleges of placing an emphasis upon their high school departments that dangerously threatened the effectiveness of their efforts to do college work. Mr. Brawley's study made only ten years ago, discovers the fact that in the six states of North Carolina, South Carolina, Georgia, Louisiana, Alabama and Mississippi, there was not a single Negro public high school offering 15 units of high school work by the most generous evaluation, and I wish to say for the study that it presents a remarkably clear mirror to conditions at a time when any one studying Negro education in any phase must surely see as through a glass very darkly.

It was but shortly after Mr. Brawley's study that men in our own Association began a campaign for the accreditation of Negro high schools, challenging them to meet at least their own state standards. It may again be difficult to believe that the three states of South Carolina, Alabama, and Arkansas, up to the time of the first study on the subject, published in our Bulletin, had not even considered the matter of applying standards to Negro high schools and that two of them, Alabama and South Carolina, did not create any official state standards for Negro high schools until within the last two years, South Carolina being the final state to take official action in the matter.

The campaign conducted through the Bulletin had two purposes, one to emphasize the unrighteousness and the injustice of failing to provide adequate pub-

lic high schools for the children of Negro citizens; and the other, to convince public opinion that unless these Negro high schools were measured by the same standards as white high schools, public education, the greatest instrument of American democracy, would become, where the Negro is concerned, an instrument for the perpetuation of caste and the Negro would be forced to give up any present hope of attaining the full stature of a man in American public affairs.

The advances made in all of these sixteen states in the past decade give us ample cause for new courage and determination. Certainly it is true that whatever progress has been made has been bought with courage and determination and whatever progress may come in the next ten year period will be bought with the same price. Any one who has been on the firing line in the ten years past knows without a doubt that our greatest barrier to more progress has been an unwillingness to admit the unpleasant truth, and the greatest benefactors of the cause have been those who have constantly insisted that all was not well and that there was serious cause to bestir ourselves to bring things to pass. The success of the efforts of our Association made in the past six years to focus the attention of all agencies interested in Negro education upon the business of accrediting Negro high schools without doubt, have proved to us the worthwhileness of a continuous and determined bombardment of public opinion in behalf of our educational interests. The results have been most favorable. Negro school men themselves have become aroused and active. State and local officials have responded and a decided impetus has been given to the movement of high school accreditation.

Several states have been practically compelled to recognize the official existence of the Negro high school as a part of the state school system, while others that have not placed Negro high schools upon the same level as white high schools, have found it increasingly uncomfortable to justify their position. The philanthropic boards have recognized the movement and have given it their aid and comfort. Probably our greatest achievement has been the winning of the Association of Colleges and Secondary Schools of the Southern States to a sympathy with our desire for rating by that association. While this much desired end has not yet been consummated, our efforts in behalf of the high schools have paved the way for our colleges and it was the very

committee appointed at our request to consider ways and means for the approval of Negro high schools that recently was put in charge of the matter of rating Negro colleges. One member of the committee has recently written me that he consented to the prior approval of Negro colleges by the Association because it was easier to accomplish and because he saw in it the greatest assurance that approval of Negro high schools must necessarily follow the approval of Negro colleges by the Southern Association.

So from the angle of accreditation of Negro high schools, the work of this Association in arousing favorable public sentiment is well advanced and, personally, I feel that the time has come to place our emphasis upon a new phase of our examination of these schools.

It is the purpose of this paper then to show, as far as the facts will justify, first, to what extent even our best Negro high schools are provided with the ordinary facilities, now taken for granted in the average white high school, for the comfort and happiness of the students and for their health and cultural developments; second, to what extent conditions in these schools encourage the professional development of well trained, happy teachers who are provided with facilities and conditions necessary to modern high school instructors; third, to what extent the principals of these schools are allowed to give their time to planning and executing the work of high school administration and are provided with the conditions that the average white high school principal takes for granted as the sine qua non for successful administration of his duties. In other words, have public school authorities yet begun to take Negro high schools seriously enough to think of them in anything like the same terms in which they think of their white schools?

In order to secure the information upon which I shall base my statements in this paper, I sent out a two-page questionnaire to 154 principals of Negro public high schools. These schools were selected as far as possible from the list in my 1928 Study of Negro Accredited High Schools, published in the June-July Bulletin of that year. In several of the states, notably Alabama, South Carolina, Florida and Louisiana, where the 1928 list showed either none or scarcely any such schools, the schools of largest cities were selected.

The information asked for covered some 55 definite conditions but the questionnaire was so arranged that replying to it was a matter of making a few marks and writing "yes" or "no" some half dozen times and ten minutes is a generous allowance for the time needed for making the replies and getting the papers into the stamped and addressed envelope that was also enclosed. It was this ease in replying that probably accounted for the fact that 77 or 50 per cent of the questionnaires were returned.

As would be expected 53, or about two-thirds of these schools, are in cities of 50,000 population or less, while 34 or about one-third are in cities of more than 50,000 and only 14 or about 20 per cent are in

cities of 100,000 or more. I wish to emphasize however, that these schools represent to a very large extent our best Negro high schools in the South. Let us consider first the lot of the children who attend these 77 public high schools. It is taken for granted now that school children should be segregated according to their social development and maturity and even in comparatively small communities, white children are segregated on the three levels of elementary, junior high and senior high schools. But separate school plants entail an extra educational cost and Negro children even in communities with as much as 35,000 population, where the Negro population is as much as 35,000 attend school in plants where all the grades are taught in one building. Of the 77 schools considered here only 16 are 4-year high schools, 20 have the combined junior and senior high and 41 or 53 per cent are schools where all the grades from 1 to 11 or 12 are taught.

In the second place, 51 or 66 per cent of these principals admit that their schools are over-crowded. How serious this condition is may be judged from the fact that some of the schools are 100 per cent overcrowded; in other words, have enrolled as many again as the number for which the building was planned.

All sorts of provisions are made for taking care of the excess enrollment. In some cases crowding them all into the school plant, in others renting lodgehalls, churches, and dwelling houses. Probably the most unfortunate adjustment is made by diverting certain rooms of the building from the purpose for which they were originally planned. Most frequently the library room has been taken for a class room. Often the assembly room is either cut up into class rooms with partitions or several classes are taught simultaneously in Sunday school fashion. Home Economics rooms and shop rooms in many cases have had to be sacrificed; while some of the principals have indicated that they were using laboratories, cloak rooms, locker rooms, store rooms and other space never intended for class rooms. Twelve were using portables and housing as high as 20% of the enrollment in this way. In other cases the school has been organized on double session schedule with as high as 42% of the enrollment involved in one case.

Of the 22 schools built since 1925, fourteen or 53% are overcrowded. Twenty-eight had been added to since 1925 and of these 24 are already overcrowded, one as much as 82%. One building erected in 1927 is already 53% over enrolled and another erected in 1929 is now 25% overcrowded.

It is safe to say that with all the building program in Negro schools in the last ten years we are still pitifully far behind our housing needs. Any adequate enforcement of the compulsory education law is out of the question and a low percentage of enrollment is the only relief for the harrassed principal.

Not only are the school plants over crowded but the proportion of students per teacher is ruinous.

(Continued on page 20)

TEACHING OF POETRY IN THE GRAMMAR GRADES

By VERA FORD POWELL, *Critic Teacher, West Virginia State College*

Introduction

As teachers of English, we are concerned with the teaching of poetry as one phase of English instruction. We have the problem not only of the selection of poems for our various grades, but also of the best method of presentation. Prescribed courses of study furnish minimum lists for use in the elementary schools but latitude is given the teacher in enlarging upon this list to fit the situation in which she finds herself, and the method is limited only by her own resourcefulness. I shall confine my discussion to general aims and objectives of poetry, suggestions which may be applied to the teaching of poetry in all the grades, but particularly to the seventh and eighth grades, and placement of poems in these grades according to preferences as obtained from a comprehensive survey of text books and pupil preference as secured from investigations.

General Aims and Objectives

Inasmuch as there are certain results obtainable by the study of poetry, this phase of English instruction assumes an important position in any well-organized program. The stories of the literature classes are concerned chiefly with subject matter, but poetry makes impressions of the inevitableness of form or devices of style and finish. It creates for us new worlds of thought and action and offers us unlimited opportunities for making judgments; there is nothing in the curriculum comparable to it in its power to raise moral standards; to furnish youth with noble ideals; to refine and uplift thought and feeling. Arthur H. Fairchild* has said: "Poetry cannot be satisfactorily defined yet it has the widest range of opportunities; it touches life at many points; views it from many angles." "We have an obligation," says M. B. Huber,† "not only of helping the child interpret his environment for practical living, but in keeping him to a realization of things of the spirit and imagination. In poetry the most accessible of arts, the teacher has her opportunity. Poetry gives us delights as it carries us along with the rhythmic swings of its lines. It is the aim of poetry to develop an interest in those refined interpretations of life which come to men through poetic energy."

Poetry plays an important part in the process of orientation of the pupil. No subject offers him wider or more inviting opportunities, for, as he gains a refined and elevated pleasure, he comes into a measure of self-knowledge.

Method

While there are many suggestions available for the teaching of poetry, there is no best method, no final method, and the teacher who depends upon a

set, formal method is lost. In more than any other subject, the personal factor looms large. Each class with its characteristics, each poem with its varying shades of thought, creates a complex situation that cannot be dealt with by any formal method. The method, in every case, must arise out of the situation, the surroundings, and the background of the children. Although it is inadvisable to suggest any method, for that is to be determined by the interests of the children, there are a few principles stated and a few suggestions offered which may prove helpful.

The elements involved in the teaching of poetry are three: The teacher, the pupil, and the subject matter. The primary qualifications of the teacher is a special talent, the essence of which is imagination. The best equipped teacher of poetry is not the one who has a knowledge of the best method, but it is she who has a mastery of the subject matter and an appreciation of the selection presented. The teachers' enthusiasm in her subject is of paramount importance if she hopes to awaken enthusiasm in her students. Any teacher who finds the teaching of poetry a burden should give it to someone who has a genuine love of and a real joy in teaching it. Creating a love for poetry is the highest function in the teaching of it and is a severe test of the teacher's ability. First, the teacher must know poetry, the different kinds and its special appeals. She must genuinely love and appreciate good poetry, so that it carries over into her outside life.

She must know definitely how to cultivate an appreciation with her pupils, and she must be a good oral reader, as much in poetry must be appreciated through sound. Quoting from Goldwasser,* we find the above thought summarized: "The teacher who does not feel an impelling love of the beautiful in literature, the teacher who does not know of her own knowledge why this is a classic, and that mere clap-trap, such a teacher can never be a success in her work, be the method what it may. Such a feeling on her part indirectly colors the teaching process." We see, then, that the qualification of the teacher is of primary importance in this phase of instruction.

Steps in procedure quoted from Anderson and Davidson† are consistent with the newest methods of the presentation of poetry:

1. Create a receptive mood by
 - a. Previously preparing the background.
 - b. Giving briefly any information and explanation needed.
 - c. Giving some valid reason for listening.
 - d. Giving some valid reason for further reading.

Note:—I do not consider c. and d. necessary.

*Goldwasser, I. E.—*Method and Methods in Teaching of English.*

†Anderson, C. J. and Davidson, Isabel—*Reading Adjectives.*

*Fairchild, Arthur H.—*The Teaching of Poetry in High Schools.*

†Huber, M. B.—*Children's Interest in Poetry.*

2. Discuss the poem without pause or comment. Get the essential total meaning, the swing of the rhythm, the beauty of language.
3. Discuss word meanings and word allusions, just enough to heighten interest. It is not necessary to understand every word of a selection to enjoy it.
4. Encourage children to
 - a. Select lines liked best.
 - b. Memorize parts when that is desirable.
 - c. Read aloud to class or small groups.
 - d. Interpret in other ways as a means of increasing appreciation.
5. Encourage children to bring other selections which they like for similar reasons.
6. Provide a matinee for oral reading and memorization through
 - a. Morning programs.
 - b. Surprise programs.
 - c. Exchange service.
 - d. Special red letter days.
7. Encourage creative effort through use of patterns in poetry.
Note:—This should be encouraged in imitation of short poems.
8. Encourage wide reading of poetry suited to the reading level of the group.

The above suggestions are very general and cannot be applied to all poetry, but they suggest a technique that is desirable in teaching poetry in the junior high school.

As these principles suggest, there should be no previous assignment; the work should be done largely in class, until the pupils, on account of their own enjoyment, carry it out of class. When assignments are made first for home study, the pupils become easily discouraged and lack of interest and dislike of poetry arise as a result. After an introduction in class, which awakens interest and stirs the enthusiasm, an assignment may be made for home study.

Since attitude building is the first step in poetry teaching, the first poems should be simple and easily comprehended. Much of the distaste that has arisen can be attributed to the fact that the first selections were beyond the interpretative grasp of the pupils.

Before beginning the study of a poem, the teacher should ask herself such questions as these: Will the poem interest the class? Will they enjoy it? Will they want to read similar poems? Will it make them dislike poetry? Will it arouse thought? Will it modify their attitude toward life or put them in better adjustment with the world about them? If the poem answers satisfactorily to this test, she can feel safe in the teaching of it.

Much of the initial work of the poem should be oral. Some authors go so far as to say all poetry should be read aloud. S. A. Leonard* says: "Poetry is not to be pored over silently, especially such verse as the ballads needs a rhythmic singing or saying

to make it alive." Because of limitations of time, I believe that parts of the longer narrative may be read silently without disadvantage. A free, easy and natural voice on the part of the teacher will often arouse interest and assist in the interpretation.

If there is a story behind the poem, this should be given first, so that when the poem is taken up, it will be filled with meaning. A poem may be introduced by a reference to one previously studied. In such selections as "The Chambered Nautilus" the use of a nautilus or some similar shell aids in interpretation. Other aids to interpretation are pictures cut from magazines or railroad folders, scrap book collections, or poetry pasters. Appreciation of characters is sometimes secured through dramatic effort in the form of pantomime or puppet show. The correlation of the three are forms—poetry, pictures, and music—is another valuable aid to interpretation.

Sometimes it is advisable for the teacher to read while the class listens to find the answer to some question, to see some picture, to suggest some related experience touching their own lives. When the emotional appeal is strong, the pupil should be called upon to judge acts and motives with a view to establishing standards of conduct.

The commonest tendency of teachers of poetry is to center on literary form, the rhythm, figures of speech, choices of words, over-analysis, which destroys the emotional enjoyment of the poem. Teachers must keep in mind the fact that the appreciations of children are not upon adult levels, as they lack the experimental background. We must refrain, therefore, from annoying the class with questions, asking all that comes into our minds to ask. One reads in poetry only those things he has experienced. The teacher can introduce poetry to children under favorable reading conditions, but the child's own experience must do the rest. Do not impose, then, your interpretations upon the pupils to the exclusion of their own independent reaction. Such questions as "Do you like this?" and "What does this mean to you?" should be used frequently. The paraphrasing of masterpieces has been called a sacrilege which contradicts the fundamental principle that poetry exists because it expresses what cannot be said in any other way. It is often necessary to have an oral interpretation of difficult passages, but this should always be presented as a means to help the child get the real significance of the poem.

Fortunately the day of the analytically-minded teacher of poetry is passing. Now and then we see one who tears a poem to pieces by having most of the words defined and the sentences analyzed. No doubt this is because teachers have a confused idea about the teaching of poetry. A poem is not written to serve the uses of grammar. If we must tear a poem to pieces to get its meaning, let the meaning wait and be content with enjoying the beauty and the rhythm. In a word, then, let us not kill the child's interest with didacticism, but let us

*Leonard, S. A.—Essential Principles of Teaching Reading in the Intermediate Grades and the High School.

make things live for him in his own mind. If adults are to be fitted to enjoy the best in literature, literature in the schools must be made interesting and delightful rather than a matter of educational discipline. The study of a poem should not be carried on until the mind approaches exhaustion; the study of very long poems is discouraged for graded school children.

Memorization

No discussion of the teaching of poetry is complete if it does not give some attention to the question of memorization. On this point there seems to be much controversy. Memorization is doubtless an aid to accurate interpretation and appreciation and I believe the memorization of short selections of recognized merit forms an important part of the work in literature. There seems to be greater danger of too much memory work than too little. Aside from the distinct cultural value that it affords, it strengthens the memory, enlarges the pupils' ideas and vocabulary. Though not much of definite material will adhere to the mind in after life, snatches of poetry, learned by heart, will remain.

Teachers go at this phase of teaching in different ways, some of which breed a distaste for poetry. While memory work is desirable, it is of doubtful value, if forced. A few suggestions are here given. By no means should every child learn the same passage. Children should be allowed to choose the lines that appeal to them most. We shall be surprised to find how often their choices coincide with our preferences and those of literary critics. A great danger in fixing lines to be memorized is that memorization is work and when poetry becomes work, it loses its purpose. Too, the tests of the class differ with the grasp of the individual, and the value of memorization will be in direct proportion to its intelligibility to the child. Many teachers of poetry permit children to rattle off memorized selections in an unintellectual way without feeling an expression. Attention should be given to articulation and expression. Since the poems memorized form the basis of our judgments of other poems, it is essential that we guide our pupils towards the memorization of poetry of high literary merit. When a well-developed taste for good poetry is formed, the following is a suggested method of procedure. A poem suitable for the grade has been read in class. The children are asked the following questions:

1. Can you find lines that create a picture?
2. Read musical lines.
3. Are there lines that you would like to memorize?

Unconsciously, the lines which appealed are becoming the pupil's own, and by means of these guides, you are leading the child into possession of the poem.

Repeated recitation of a poem by every member of the class is a deadening exercise. Doubtless the conscientious teacher feels that this is the only method of checking up on memory work, but she

can have a given quotation written from memory, or omitted lines can be inserted. Whatever the method, the task element should not become prominent. In a word, do not make memorization a task, for the learning should be pleasurable if we are to accomplish our aims.

Preferences—Teacher and Pupil

Clara A. Dyer* made a study to discover poems now in use for children of the grades and to determine the location in the grades assigned in ordinary practice to each of the poems. Her sources of information were 150 courses of study, school readers, and books and reports on the teaching of English. The most popular poems as revealed from this study for the seventh and eighth grades follow:

The most popular for seventh grade—sample list—
Arrow and Song—Longfellow.

The Name of Old Glory—Riley.

To a Waterfowl—Bryant.

The Charge of the Light Brigade—Tennyson.

The Fountain—Lowell.

Lochinvar—Scott.

Opportunity—Sill.

The Skeleton in Armor—Longfellow.

The Destruction of Sennacherib—Byron.

Ring Out, Wild Bells—Tennyson.

Barbara Fritchie—Whittier.

The Finding of the Lyre—Whittier.

The Battle Hymn of the Republic—Howe.

Excelsior—Longfellow.

Incident of a French Camp—Browning.

Good Name in Man and Woman—Shakespeare.

Death of the Flowers—Bryant.

Gradatim—Holland.

The Heritage—Lowell.

To a French Gentian—Bryant.

The Snow Storm—Emerson.

Daybreak—Longfellow.

Hark! Hark! the Lark—Shakespeare.

The most popular for the eighth grade—sample list—

The Chambered Nautilus—Holmes.

The Vision of Sir Launfal—Lowell.

Recessional—Kipling.

O Captain! My Captain—Whitman.

Old Ironsides—Holmes.

Snowbound—Whittier.

The Courtship of Miles Standish—Longfellow.

Evangeline—Longfellow.

The Bugle Song—Tennyson.

Polonius Advice to Laertes—Shakespeare.

To a Skylark—Shelley.

The Building of a Ship—Longfellow.

Elegy in a Country Churchyard—Gray.

The Last Leaf—Holmes.

The Cloud—Shelley.

Thanatopsis—Bryant.

*Dyer, Clara Oxie—The Assignment of Poetry to the Grades, Master's Thesis University of Chicago, 1926.

OUR NEW MINISTER TO THE REPUBLIC OF LIBERIA



CHARLES E. MITCHELL, Minister to Liberia

Professor Charles E. Mitchell, Business Manager of the West Virginia State College, has been appointed Minister-Resident and Consul-General to the Republic of Liberia by President Herbert Hoover. Mr. Mitchell has been active in the educational, civic and political affairs of the State and Nation for a number of years. He has been business manager of the West Virginia State College for more than 25 years, in which capacity he has served the institution and State very acceptably. Mr. Mitchell also has extensive business interests. He is president of the Mutual Savings and Loan Company of Charleston and has large real estate holdings both in West Virginia and the District of Columbia. During the last three presidential campaigns he has been in charge of the Speakers' Bureau of the National Republican Committee.

In addition to these activities, Mr. Mitchell has rendered conspicuous service in the interest of the National Association of Teachers in Colored Schools to which he has been a generous contributor both in cash and in services rendered. As Special Auditor during the year 1929-30, he worked out a simple and complete bookkeeping system that has greatly aided the Executive Officers of the Association in keeping their accounts in a manner so as to meet the approval of the Expert Accountant who recently

audited the books of the Association. The National Association has been put to no expense on account of the services rendered by Mr. Mitchell. The officers and members of the National Association of Teachers in Colored Schools congratulate Mr. Mitchell upon this appointment and wish for him success in the performance of the new duties that have been entrusted to him.

The Carnegie Corporation of New York has announced through President Frederick P. Keppel, that \$425,000 has been voted during the present year to enable certain widely distributed liberal arts colleges in the United States to improve the effectiveness of their libraries in undergraduate teaching.

The Corporation is thus carrying on what has become almost a tradition in American life. Andrew Carnegie personally, and later through the corporation which he set up in 1911, distributed some \$50,000,000 in erecting free public library buildings in the United States. In addition, \$4,000,000 was spent in erecting college library buildings. In recent years the corporation has devoted large sums to improvement of professional training for librarianship and to the extension and improvement of library service throughout the country, aiming largely to raise standards of library work and professional morale rather than to bestow grants on individual libraries either for building or books.

To determine library needs and opportunities the corporation called upon certain persons interested in college library problems and asked them to make a survey of the college library situation. This group is composed of Chairman W. W. Bishop, University of Michigan; President Frank Aydelotte, Swarthmore College; Dean Virginia C. Gildersleeve, Barnard College; President Meta Glass, Sweet Briar College; Dr. Robert L. Kelly, Association of American Colleges; Professor Andrew Keogh, Librarian, Yale University; President William Mather Lewis, Lafayette College; Mr. Carl H. Milam, American Library Association; Professor Douglas Waples, University of Chicago; President Ernest H. Wilkins, Oberlin College, and Professor Louis R. Wilson, University of North Carolina, with Professor William M. Randall, of the Graduate Library School of the University of Chicago as field representative, and Mr. Charles B. Shaw, of Swarthmore, as compiler of information as to book lists. Its activities have resulted in a careful study of the problems of college libraries as distinguished from those of professional and technical schools, and upon this investigation the corporation has based its grants.

Previous grants in the same field have been made by the corporation during the past five years. The program as a whole, it is believed, will enable colleges more adequately to meet the great demands for books for general undergraduate reading purposes.

GROWTH OF THE COLORED PUBLIC SCHOOLS IN NEW ORLEANS

By PEARL C. TASKER

1. Organizing a Platoon School. The Thomy Lafon School is located in one of the most congested districts in the city of New Orleans. Many of the people of the district are recent comers from the rural districts where they have been handicapped by poor educational opportunities. Consequently, many of our children are overaged in their classes and cannot measure up to the required standard.

Another condition that we faced was crowded building problems. Lack of class rooms had caused many of the classes to be placed on part time. There were many children for this reason attending school only half a day. Among these, of course, were some of the overaged groups. This and other conditions accompanying a crowded building problem caused us to make a study of the situation in order that we might find a solution to the problem and remedy for the condition. After making a survey of the community and reporting our findings to the Superintendent, we reached the conclusion that the platoon system was the solution to our problem. So a new seventeen-room building with a large auditorium was constructed. This with the three buildings, spacious play grounds and swimming pool that we already had gave us ample facilities for manual training, domestic science, domestic art, etc. So we placed about sixteen hundred of our three thousand children in the platoon and the remainder on a practically full time basis.

2. By scheduling classes to the auditorium activities and gymnasium, we are able to house several hundred more pupils under the platoon organization than with the traditional organization. In good weather the pupils who are scheduled to the gymnasium spend most of their period on the playgrounds. In addition to this, rooms have been fitted up as special activity rooms that could hardly qualify for use in the traditional school organization.

We decided to platoon from the third grade up, and from the second grade down remained in the traditional school organization. This arrangement enabled us to put our lower grades on full time and also to give our upper grades beginning with the third the benefits of the enriched platoon system. To understand the benefits to the children from this change, one must know that prior to this time the part time scheme in this school had been used up to the fourth grade.

We organized our platoon in two divisions: the X school for the upper grades of the platoon and the Y school for the lower grades of the platoon. There were thirty-six classes in the two schools. Of these, eighteen were home room classes and eighteen were special activity classes. In the home rooms reading, arithmetic, English, and spelling are taught. Each home room teacher teaches these subjects to two classes daily, to one division in the forenoon

and to another division in the afternoon. Each class remains in a home room during three periods of fifty minutes each. The special activities such as history, geography, music, and drawing, etc., are given a period.

Each class is lettered and numbered from 1 to 36. Thus the highest class of the platoon is known by its number and may be easily located during any period of the school day by referring to the platoon schedule one copy of which is posted in the principal's office and another copy is posted in the auditorium. So to find whether a class is in a home room or history, science, auditorium or other special activity all one has to do is to refer to the schedule. In addition to the large schedule in the office and in the auditorium, each teacher is furnished with a mimeographed copy of the individual schedule of his particular class and this is posted in his room and copied by each pupil of that class. So if any pupil happens to be separated from his class in the change and movement of the classes, he needs only to refer to his copy of the class schedule to know where the class should be at any given period of the day. However, after school has been in a few days of the new term each pupil knows from memory where his class should be during every period of the day.

4. In selecting teachers for the various departments of the platoon school, we were guided chiefly by our knowledge of the teacher's qualifications and aptness to teach certain subjects. This knowledge was gained through observing their work in the traditional school organization.

5. In classifying the pupils in the platoon, no attempt as yet has been made to group the children according to ability. We have, however, grouped them according to age and size, as this method suited best our facilities for seating them in the home rooms.

Closely allied to the work of the school are the activities of the community center. In fact, it is operated in the school, having an office in one of the buildings, and two full time trained workers. The activities of the community center begin at 3:15 P. M. and are continued until 10:00 P. M. The afternoon hours are given over to activities for school children, especially the girls; the evening hours are taken up with the activities for boys and adults. Thus the activities of Thomy Lafon School begin at 8:30 A. M. and end at 10:00 P. M.

The platoon organization in our school has resulted in a great improvement in the percentage of non-promotions and is helping to solve our problem of retardation.

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THE EDITOR'S PAGE

The Bulletin

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of Teachers in Colored Schools

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20,000 Membership Goal

An intensive campaign to secure 20,000 members in the National Association of Teachers in Colored Schools is now in progress. Indications are that a large number of persons are taking part in helping to put over this drive to place the Association upon a solid basis from the standpoint of a healthy membership. In order to encourage those who are taking an interest in securing the largest number of members, the Association is offering several summer school scholarships and a trip to the Washington meeting July 28-31, 1931. In offering these scholarships, the Association believes that it will be furthering the interests of education and helping some teachers secure educational training that will enable them to more effectively do the work to which they have dedicated their efforts.

A trip to the National next summer will be educational and beneficial in every respect. It is the first time that the Association has met under the dome of the National Capitol. Here an opportunity will be given to visit the Capitol and all departments of the National Government. The great Howard University will be one of the hosts entertaining the Association. Side trips will be taken to nearby points of interest. Practically all of the history of this country centers about the seat of government at Washington and it will well repay every teacher to strive to make this trip.

The following prizes are being offered to teachers who will secure the largest number of enrollments during the period ending April 1, 1931:

1st Prize—A summer school scholarship in one of the larger universities to that teacher who secures the largest number of cash enrollments and subscriptions to **The Bulletin** in excess of 100.

2nd Prize—A trip to the meeting of the National at Washington, to that teacher who secures the second largest number of cash enrollments and subscriptions to **The Bulletin** in excess of 100.

3rd Prize—The payment of the tuition in a summer school located in the State of the contestant to that teacher who secures the largest number of cash enrollments and subscriptions to **The Bulletin** in excess of 100.

The membership fee in the National Association of Teachers in Colored Schools is \$1.50 per year. This includes the subscription to **The Bulletin**. Persons who are not teachers may become subscribers to **The Bulletin** upon the payment of \$1.50. Contestants therefore will be permitted to secure subscriptions to **The Bulletin** from persons who are not teachers. This magazine is one that should go not only into the hands of teachers, but every business and professional man and woman in the race should become a subscriber to **The Bulletin**. Parent-Teacher organizations will find a great deal of help from the columns of **The Bulletin**. It will be easy for a wide-awake teacher to secure a large number of cash memberships. The Executive Secretary will furnish any information necessary to persons who are interested in this campaign. Write Wm. W. Sanders, Box 752, Charleston, West Virginia, for such information.

In the October issue of **The Bulletin**, attention was called to a proposed amendment to the Constitution. This amendment provides that the affiliating membership fee for local, city, district and county organizations shall be \$5.00 per year. The intention of the amendment is to clarify the provision of the Constitution that provides for the affiliation of such bodies with the National Association. It is hoped that a large number of these organizations will avail themselves of the opportunity of affiliating with the National since the fee will be reduced to \$5.00 instead of the \$25.00 formerly charged. Other organizations such as groups composed of Deans, Registrars, Associations of College Presidents, college women's organizations, or any other group that has an educational objective may affiliate with the National Association of Teachers in Colored Schools. It would be a splendid thing if all of the persons who are interested in the education of Negro youth would link up with the program of the National Association thereby adding to its strength and receiving from it the inspiration that comes from the bonding together of a large group of intelligent men and women who are striving to do all that they can to improve the educational conditions affecting the Negroes of America.

Enter the N. A. T. C. S. contest NOW and
win a scholarship or a trip to the National.

EDUCATION AND STATE RIGHTS

The education of the citizenship of any state is a matter over which the various states in America largely have jurisdiction. In the beginnings of our history schools were necessarily supported and managed in the localities. Communities and states, in spite of the changing conceptions with respect to education in America have, throughout our history, maintained the principle of local autonomy in school matters. Our conceptions of the duties of the state in connection with education have undergone considerable changes within the last 60 years. One of the urges in connection with these changes has been the rather pronounced attitude and activities on the part of the various states with the federal government. Thus, it is apparent that America has moved a long way from federal land-grants to partial supervision, definite financial subsidy, cooperative plans involving research and various other types of intellectual assistance. The movements bringing about this brand of cooperation between the federal and state governments has been so gradual that results for the country at large and the states separately have come without jostling or shocks. It appears then that cooperation between different states and the federal government on matters of education has become an imbedded principle in our Republic.

The National Advisory Committee on Education as appointed by President Hoover has just issued seven tentative proposals which, in a measure, revert to so called "state rights". The proposals of this committee would "repeal all laws that give annual federal grants in any form to the states for special phases of education of interest to particular groups of the people, or that authorize federal officers to supervise state educational or research activities, approve state plane, or withhold funds in order to compel state compliance with federal requirements." The problems which immediately arise from such a proposal would interest not only Land-Grant college presidents, but all persons who have studied with proper appraisal educational progress in America. A question would naturally arise—why repeal all of the laws in the connection just mentioned which represent the accumulative thinking, activity, sacrifice and congressional legislation running through a period of more than sixty years? Further, one would wish to inquire into the wrongs of our present system of education which would necessitate a reversion to state activity without even the recognition on the part of a state that it is part and parcel of the United States of America. One must not overlook the subject of taxation in connection with the fundamental consideration involved in the proposals of the National Advisory Committee on Education. Our system of taxation has changed from an indirect system largely to that of a direct system. The United States Government extracts from the various states millions of dollars each year for all sorts of purposes. It would occur then that

there should be some Federal responsibility with respect to the education in the various states.

The proposal involving repeal of annual Federal grants and laws pertaining to same probably has suggested ways and means to provide for monies involved. *A proposal then provides "one unallotted annual grant to the states of \$2.50 per child under 21 years of age, with the sole restriction that these federal funds be used for support of educational operations, making each state responsible for budgeting the grant within the state school budget in such manner as, in the judgment of the state itself, will develop all the talents of all the people."*

Proponents of the education of Negro children in America will look with fear and trembling upon any unrestricted grant to southern states when such grant makes each state responsible for budgeting the money within the state school budget in such manner, "as in the judgment of the state itself, will best develop all the talents of all the people." Under the present system there is a semblance of Federal check in connection with the use of Federal monies in the various states. Even with this, seventeen states reveal a disproportionate share of Federal and state monies for education in connection with various groups of the people. This is common knowledge. The American conscience to date has not been able to counteract the gross inequalities in this connection. In seventeen states along one-fortieth of Federal and state matched money is expended upon one-tenth of the population. In the southern states the consideration for university and graduate training for Negroes has not been legally approached except in the State of West Virginia. In the same sense one can refer to professional training of the Negroes in the same area. Altruism, public spirit and the American conscience have not yet mounted to the task involved in treating with ordinary fairness and justice a great bulk of the population as made up by Negroes. One would wonder then whether the states rights program as enunciated by the National Advisory Committee on Education will find the people in the various southern states any more fair minded or responsive to the educational needs of Negroes. In this connection it is easy to remember the political upheaval in Georgia which was caused when the Federal government attempted to get a "little more" of the money which was due the Georgia State Industrial College located just outside of Savannah, Georgia, from one of the Federal grants to the State of Georgia for purposes of education of Negroes and white students. It would seem then that the proposals of the National Advisory Committee on Education, as they revert to the doctrine of states rights, sacrifice many of the points of educational progress in America and fail to safeguard the educational interests of Negroes in states in which it is easy to find existing gross educational inequalities among the citizenry.

The Special Summer Course at the Sorbonne, University of Paris

By GOLDA ESTELLE CRUTCHER

To every one who questions if the special summer course at the Sorbonne is worth while I say, "So much so that I hope to go again soon."

I heard nothing but French, for I also lived with a French family. The college finds a suitable place for each student if it is desired. Living with a French family is an invaluable aid in learning the language and customs of France.

My day usually started about 7:30 a. m., when I arose and ate my petit déjeuner. The menu, of course, is always the same. Cafe au lait and bread and butter. Truly, it is a petit déjeuner. Then I made a mad dash to the Metro, for I lived only a few days in the Latin quarter.

Classes began at nine. We were divided into small groups for section and conversation. Eagerly we awaited as small children the entrance of the teacher, for so cheery was her "Bonjour, mes enfants." And how she drilled us on French phonetics! No wonder after the first four weeks a visitor exclaimed, "You speak sans accent."

We then assembled in larger groups for grammar, composition and literature.

So interesting were the classes that usually I forgot the discomforts of the long, narrow, wooden benches.

Noon, and I would eagerly hurry home for lunch. For both lunch and dinner are elaborate affairs in French homes. I enjoyed the cuisine. There are numerous courses, for every food is a course in itself.

At two or three o'clock each afternoon I returned to the Place de Sorbonne from which we went on sightseeing trips. There isn't much more left to be seen in Paris after four weeks. Needless to say the professor who accompanied us told of the beauty and history of Paris in French.

Finally, home to dinner, which was served at about 7:30. And madame made me a member of her family. Sometimes we went to the theatre, movies, and cafes. Other times, quiet peaceful evenings at home with our papers and magazines.

Saturdays we made longer trips to Versailles. Fontainebleau, Reims, the battlefields, etc. Never shall I forget those rides through the beautiful country side and forests.

The last two weeks men prominent in literature and education lectured each afternoon.

No small wonder that I began to even think in French.

The confidence and enthusiasm I've gained have pervaded my classroom.

The children are fired with greater ambition and enthusiasm. Many times this fall I've heard many say as they leave my room, "I sure like French."

I haven't mentioned race in connection with my experience. For at the Sorbonne and in Paris you are an individual. Nothing more. No where in the world is one so unconscious of race.

What Price School Papers?

By MADISON W. TIGNOR

FRANCES JUNIOR HIGH SCHOOL,
WASHINGTON, D. C.

I might as well be honest and confess that this title is used merely to attract the attention. But in order to bait readers for what may be a dull article, one may be pardoned for borrowing the device used so successfully by authors of modern books and writers of scenarios.

The price to pay for having a school paper is almost negligible compared with the benefits that may be derived. A paper may be hektographed or run off on a mimeograph machine. An humble beginning is not to be despised. A school is hardly justified in delaying until prices can be adjusted with the local printer. Why not use to the limit the equipment which the school already possesses? With advertisements from local firms, in addition to paid-up subscriptions, many papers are launched on a successful career. The size of the paper should not matter. It would be more to the credit of an institution to have a small organ that is good than to have one that does not interest. As the result of a study made of many school papers from various sections of the United States, there was found no correlation between the enrollment of a school and the dimensions of its paper. The thing to do is to start right in and have a school paper.

As a means of encouraging the writing of poems, no extra-classroom activity can equal a paper. Perhaps one should apologize for mentioning the non-utilitarian topic of poem-writing in our age of bread and machine, yet there still remain in our schools pupils talented to follow the muses.

In addition, a paper published by a school will cause the students to become more interested in newspapers in general. Often we can appreciate a thing more keenly after we have tried to make it ourselves. It is quite probable that Negro weeklies will become more meaningful when our pupils shall have had the experience of searching for news, of verifying news, of interviewing, of "writing up" news, and of performing the other necessary tasks of editing.

Yes, I realize that it is trite to add this value, yet I must for fear that its omission may be noticed: writing for a school paper does motivate composition work. The enterprise provides an insurance policy against a sly demise of thirty-nine papers in the teacher's trash-basket. Pupils may write for a purpose; they may see the use made of their hour's labor. And, of course, they will be more interested.

But a school paper exists also for the benefit of the school. In this respect it accomplishes much in binding the institution into a unit. It creates common interests, and breaks down walls between classes and groups and cliques.

Beyond these advantages, a paper can do much in letting the community know about the program

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WELCOME ADDRESS TO THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

By L. F. PALMER, *Executive Secretary, Virginia State Teachers Association*

In extending you a welcome on behalf of the State Teachers Association of Virginia, you are welcomed in a very real sense by the entire force of colored teachers in this commonwealth. For of the 3,600 Negro teachers in this state, more than 3,000 of them are on the membership rolls of the Association. Nor is this membership localized or sectional. Our association is organized in eleven districts including every city and county in the state. There is not a single district in this organization that does not have a large percentage of its teachers enrolled as active members of the Association and enthusiastic supporters of its policies. It is, therefore, my great privilege and supreme pleasure to greet you in the name of your fellow workers on the eastern shore of Virginia, in the Tidewater Region, in the Shenandoah Valley, the Blue Ridge Mountains and all the districts between.

The membership of our Association is not confined to teachers in schools of any one particular type or organized on any one educational level. For we have in our lists teachers of one-room schools and large city schools, private high schools and public high schools, a state college, private and denominational colleges and a university. All of Virginia's teachers in colored schools are speaking through the representative of their Association at this hour, and their one word is—Welcome!

We come to you here in the name of an Association with a long and proud history. When it convenes at Richmond in November it will be holding its forty-third annual convention. Struggling, as it has always done, even in its early years, to keep alive the ideal of progress among the teachers of Negro children in this state, it rejoices with you and its sister associations that many of those ideals are now in process of achievement. The Negro State Teachers' Association justly feels that it has played its part in bringing to Virginia and the Southland a more equitable distribution of public funds for the education of the Negro child, thus making possible better trained teachers, longer school terms, more modern buildings and equipment, and a vastly changed sentiment in favor of Negro education.

We do not make these claims in the spirit of misplaced pride and vain boasting. No one realizes more than the leaders of this organization that the great work of the Association lies in the future and not in the past. We count it an achievement that the pioneers in Negro education were able through this and other agencies to keep alive the spark of progress. It is the imperative business and sacred trust of us to whom this spark has been passed to fan it into a living, growing flame of achievement, to the end that there may be equality of educational opportunity for every boy and girl whether they be rich or poor, urban or rural, white or black. The

spirit of the pioneers—Armstrong, Langston, Harvey, Long, Johnston, Grasty and the great host of their contemporaries—pervades this atmosphere, gives you silent welcome, and applauds our effort to carry on the work they have so nobly begun.

Again we welcome you here in the name of an organization with a definitely planned and carefully followed program of procedure. For many years, because of its limited membership and financial weakness, our Association was forced to confine its activities to the holding of its annual convention. Indeed, at one period of its existence, so feeble was its grasp on life that it allied itself with a powerful sister organization and almost lost its identity through its effort to retain its existence.

But in 1924, there was elected to its presidency a man whose genius for patient but solid organizing and building is everywhere apparent on this campus, the man who is the host of this convention, and the presiding officer tonight. Under his capable and tactful leadership, the Association has grown from a membership of 300 to 3,000 and has embarked on a program of progress that will bulk large in the advancement of Negro education in Virginia.

The first item in the Association's new program was the re-organization of its convention activities. This move assured the delegates of a three-day session in an atmosphere surcharged with high purpose and lofty idealism in things educational with the entire absence of petty politics which often mars the beauty and effectiveness in meetings of similar type. As a result of this policy the attendance at the convention has grown from a bare 200 to over 1,000 delegates.

For years our organization had dreamed of and talked about an official publication. Under the new administration the dream became a reality. In 1924 the Association began the publication of an eight-page sheet under the designation of "The Virginia Teachers Bulletin", issued twice a year. Today this official publication is a respectable quarterly magazine which gives to Virginia teachers a medium through which they may offer their fellow teachers the results of their researches into educational problems. It is the mouthpiece of the teachers in Virginia's Negro schools and is striving to serve as a unifying agency among the teachers in publishing the reports of the Association's officers, accounts of significant educational meetings, and worthwhile news and comment on the progress of Negro education throughout the commonwealth. "The Bulletin" has been commended by members of the State Department of Education, numerous divisional superintendents of schools, and has received favorable comment in the editorial columns of some of the widely read newspapers and magazines of the state.

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THE STATUS OF ELEMENTARY NEGRO EDUCATION

Address Delivered Before the National Association of Teachers in Colored Schools

By MONROE N. WORK

A study of the status of elementary Negro education reveals a number of interesting features. In the discussion of this subject I take up first the relation of elementary education to Negro education in general. I point out how secondary and higher education of the Negro has been conditioned by elementary education.

The mass education of the Negro has extended over a period of more than a half century. During all of this time the schools for secondary and higher education have been handicapped by the necessity for giving instructions on an elementary level. The main work of the first schools for the Negro, whether they were elementary, secondary or higher, was teaching reading, writing and arithmetic. This handicap of Negro education has persisted until today. In other words, the instruction in elementary subjects has been the main work of all of our schools whether they were elementary, secondary or higher.

It was 60 years before the schools for secondary and higher training got to the place where more than 50 per cent of the students enrolled were above the elementary grades. Even today the per cent of elementary students in these schools is very high. I find this year that in 290 schools for secondary and higher training that 41 per cent of all the students enrolled are in the elementary grades. That is, of the 93,000 students enrolled in these 290 schools, 22,000 were in collegiate and professional courses; 30,000 in secondary courses and 38,000 in elementary courses.

One can raise the question whether, through the improvement of public high schools and private, secondary and higher schools may not find themselves devoting the major part of their instruction to collegiate and elementary work?

A comparison of the status of white and Negro education in the South 50 years ago is illuminating. A survey of education in this section in 1880 indicates that there was not as great a difference in the status of education for whites and Negroes as there was in later years. This was particularly true with respect to the length of the school term, the salary paid teachers and the expenditures for education. It had only been a few years since mass education had been instituted in the South. In fact, it was in the previous 15 years that public school systems had been established. They were established in Georgia, Mississippi and Texas in 1870; in North Carolina and Virginia in 1869; in Arkansas and South Carolina in 1868; in Alabama and Tennessee in 1867 and in Florida in 1866.

The total expenditures for education in the South in 1880, as compared with today, was very small. Alabama was reported to have spent \$410,000; Georgia, \$498,000; North Carolina, \$409,000; South Carolina, \$345,000, and the total expenditures for public schools in the entire South in 1881 was reported to be \$13,359,784.

The length of school term in days, 50 years ago, was: North Carolina, 54; Tennessee, 68; South Carolina, 70; Mississippi, 74; Alabama, 80; West Virginia, 99; Kentucky, 102; Virginia, 113; Louisiana, 118.

The monthly salary of teachers in white and Negro schools 50 years ago shows some interesting contrasts. In Alabama the average monthly pay for white teachers was \$22.98. The average pay for Negro teachers was \$23.15. Negro teachers received 17c more per month than the white teachers received.

The average pay for men teachers in Georgia, white and Negro, was \$50.00 and the average pay for women teachers, white and Negro, was \$30.00.

The average pay in Kentucky for both white and Negro teachers in the country was \$21.75. Men teachers in the towns received \$98.00 and the women \$43.00.

The monthly pay in Louisiana for both white and Negro teachers was \$27.50.

The average pay in Mississippi for all teachers was \$30.05.

The average monthly pay for white teachers in North Carolina was \$22.25. The colored teachers received \$2.43 less or \$19.82.

The average pay in South Carolina for all men teachers was \$25.24 and for all women teachers \$23.89.

The average salary for Tennessee for all teachers was \$26.66.

The pay in Texas was—for white men teachers in the country, \$40.00; for Negro men teachers in the country, \$1.00 less or \$39.00. White men teachers in the towns were paid \$53.00, Negro men teachers \$2.00 less or \$51.00. The pay for white women teachers in the country, in Texas, was \$32.00, in towns \$51.00. Negro women teachers in the country were paid \$32.00 and in the towns \$33.00, which was \$18.00 less than was paid the white women teachers in the towns.

The average pay for men teachers in Virginia was \$29.20. Women teachers \$24.65.

Negro men teachers in West Virginia were paid \$29.22 per month. This was \$1.52 more than was paid the white men teachers, \$27.70 per month. The white women teachers of West Virginia were paid \$29.28 per month, which was 6c more than was paid Negro men teachers and 56c more than was paid Negro women teachers, \$28.72.

Another interesting feature about the teaching situation in the South 50 years ago was, that in contrast with the remainder of the country, the number of male teachers in the South, 64 per cent of the total, was considerably in excess of female teachers, 36 per cent of the total. This was true for both whites and Negroes.

The number of the white teachers in Alabama was: men, 1,864; women, 1,230. The number of the Negro

teachers was: men, 1,080; women, 441. The number of the white teachers in North Carolina was: men, 2,006; women, 721. The number of the Negro teachers in North Carolina was: men, 1,034; women, 369. The number of the white teachers in Texas was: men, 3,264; women, 1,024. The number of the Negro teachers in Texas was: men, 781; women, 182.

In the following states where the division by color was not given the number of teachers was:

For Mississippi, men 3,411, women 2,158; for South Carolina, men 1,887; women 1,284; for Virginia, men 3,009; women 1,864; for West Virginia, men 3,104; women 1,030.

Two of the striking changes which have taken place in the past 50 years in the educational situation in the South are:

(1) The women, to a very large extent, have taken over the teaching of the youth of both races; the other change has been, the gradual widening of the differences of the status of white and Negro education.

A summary of these differences as they relate to the Negro schools are:

1. Shorter school terms.
2. More inadequate facilities (buildings and other things).
3. Smaller per cent enrollment.
4. Smaller per cent in attendance.
5. Teachers more poorly prepared.
6. Smaller salaries for teachers.
7. Less expenditures per child of school age.
8. Poorer supervision.
9. A larger per cent of the children congested in the first to the fourth grades.

In recent years there has been a growing interest in knowing the percentage of distribution of children in the eight grades of elementary school work. I made a cursory examination of the distribution of children in the grades as shown for the several states in a recent report of the United States Commissioner of Education. My conclusion from this examination was that in a good school system about 20 per cent or one-fifth of all the children in the grades should be in the first grade and that about 55 per cent or less of all the children in the grades should be in the first four grades.

Keeping this standard in mind let us see what is the percentage distribution of Negro children in the grades.

In the fifteen Southern states and the District of Columbia there are in the first four grades 75.2 per cent of all colored children enrolled in the public schools. The percentage of white children in the same group of states is 55.2 per cent.

A comparison of the percentages of Alabama, Mississippi, the District of Columbia and West Virginia, reveals interesting contrasts. The District of Columbia has, in the first four grades, 63.4 per cent of the colored children of school age and 59.0 per cent of the white children of school age.

West Virginia has 70.6 per cent of its colored school children in the first four grades and 63.0 per cent of its white children.

Alabama has 80.4 per cent of its colored school children in the first four grades of the elementary schools and 65.0 per cent of its white children.

Mississippi has 77.1 per cent of its colored school children in the first four grades and 63.6 per cent of its white school children.

There is in the District of Columbia and West Virginia less difference in the percentage distribution of white and colored children enrolled in the first four grades than there is in the percentage distribution for the first four grades of Alabama and Mississippi.

The percentage distribution for the first four grades in the District of Columbia is 4.4 per cent more for the colored children than for the white children. The percentage distribution for the first four grades in West Virginia is 7.6 per cent more for the colored children than for the white children.

In contrast the percentage distribution for the first four grades in Mississippi is 13.5 per cent more for the colored children than for the white children. The percentage distribution in the first four grades in Alabama is 15.3 per cent more for the colored children than for the white children.

There are underlying reasons for the smaller differences in the percentage distribution of both white and Negro children in the first four grades of the elementary schools of the District of Columbia and West Virginia and the greater differences in the first four grades of the elementary schools in Alabama and Mississippi.

The facilities for Negro and white education in the District of Columbia and West Virginia are nearer equal than they are in Mississippi and Alabama.

We speak of the progress which has been made in Negro education, particularly in the last 15 years, as being as follows: increase of students of college grade, increase in the number of public high schools, improvement of the teachers, both in number and quality, the lengthening of the school term, increased expenditures for Negro schools.

I raise the question whether the improvement in Negro schools has been well rounded. Has the improvement in the facilities for elementary training been commensurate with the improvements for secondary and higher training? Stated another way, have the elementary schools, in the last 15 years, made as much progress as the schools for secondary and higher training?

One measure of the progress of Negro education is expenditures made for improving facilities. It has just been announced that the five thousandth Rosenwald school has been erected at Greenbrier, near Hampton, in this state. The total expense of building these 5,000 schools has amounted to \$25,000,000.

Fifteen years ago the value of school property of Negroes was estimated to be \$40,000,000, of which \$20,000,000 was the value of the property of secondary and higher schools and \$20,000,000 as the value of public school property.

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THE AESTHETIC APPROACH IN CHARACTER-TRAINING

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Among recently suggested approaches in character-training, there is one which, in my opinion, deserves far more careful consideration than has been accorded it and, if it is not too early to say so, a fair trial before it be relegated to the limbus of antiquated educational theory. I refer to the *aesthetic approach*.

This approach is based upon three essential principles of which the first is that the morally good reduces itself to the socially beautiful; the second, that character-training in the light of this aesthetic principle has a two-fold function to fulfill namely, the bringing about of an appreciation for the beautiful in social relationships within the growing child and the stimulation of its activity in the direction of the beautiful in such relationships; the third, that aesthetic character-training has for its first step the love of and activity towards the beautiful in non-social spheres.

The brief discussion of the aesthetic approach to character-formation which follows may be conveniently divided into two parts: I. The Theory; II. The Method.

I. The Theory.

The theory behind the aesthetic approach in character-training is quite old. Historically, it appears first among the ancient Greeks in their cult of the beautiful. Goodness was here first interpreted in terms of beauty. Nothing was so unthinkable for these beauty-loving people as a beautiful soul in an ugly body or the reverse. The Outward parts of man including also his behavior were the very expression of his soul and accordingly, if the body or acts of a man were ugly so was the soul. This pre-Lombrosian attitude of the Greeks at large was probably more to blame for the death of Socrates than anything else for in appearance he was ugly and therefore evil. Plato in his poetical equations of goodness and beauty and in his own personal appearance and behavior reflects the Greek-soul probably far better than did his teacher, Socrates. Aristotle who differed in his doctrines so widely from those of his teacher, Plato, is nevertheless most in accord with the latter when in his *Ethics* he resumes in less fanciful guise the equation of the good and beautiful and claims the essence of morality to be in "living in proportion."

Through the succeeding ages of philosophical argument, two principal objections were raised against the confusing of ethics and aesthetics. In the first place, it was critically asked whether the morally good can be legitimately identified with the beautiful, whether the virtuous is not infrequently the homely. Secondly, it is claimed by critics that, the equation of the good and beautiful being granted, it does not follow that an appreciation for the beautiful (or good) which is a rather passive affair guarantees the execution of the beautiful (or good)

which is in an entirely different universe of discourse namely, that of action. Does, say, the aesthetic appreciation of a public parkway vouchsafe the preservation of it? In the field of music, we know that the appreciation of the beautiful in a tone-poem is quite another thing from the execution of that tone-poem, from the production of that thing of beauty.

In regard to the first objection, it may be said that in the light of our modern positivistic conception of the moral, this appears no longer a tenable criticism. Behavior is considered by us to-day good which is in conformance with the social order. For us the very criterion of the social order is neither tradition nor supernatural sanction but rather *beauty* in the sense of harmony, orderly arrangement, symmetry in the structure of the social organization. An act on the part of an individual or mob tends to disrupt this social orderliness, to bring about social chaos, offends our sense of beauty if we have it and is therefore rightly called ugly and by the same title is vicious, criminal.

In the days when the social order was thought the result of some divinely pre-established harmony or equally hallowed tradition, reforms were looked upon with abhorrence. Quite different is it to-day with the criterion of social order conceived as beauty and social reformers regarded as architects of the social order who would build for it more stately mansions.

While the morally good is conceived to-day as the beautiful, the beautiful which is a more inclusive term may not always be the morally good. Thus the beautiful may be of two types: the socially or morally beautiful and the non-socially beautiful. The line of demarcation needs not in reality to be drawn too sharply for the non-socially beautiful is not infrequently, if not invariably, intertwined with the socially beautiful as for example the beauty of a parkway. In fact, the non-socially beautiful is very apt to be conducive to the socially beautiful.

One is reminded of the logical conversion of the universal affirmative proposition:

All the morally good is beautiful
into

Some beautiful things are morally good

when one endeavors to straighten out the relationships of beauty and moral goodness.

That the virtuous is frequently homely is undoubtedly a paradox, the resolution of which brings to light a conflict between the social order in the narrow sense of the home and the social order at large. When home and the social order at large are beautifully attuned, virtues can no longer be regarded as homely either in the literal or in the un-aesthetic sense.

With regard to the second objection relating to the alleged discrepancy between the appreciation of the beautiful and the production of the beautiful, it may be said that this criticism is valid only when the

prime tenet of modern educational theory and practice is neglected namely, the education of the **whole child**. This functional doctrine means simply that the child must be trained not merely on the intake side as was formerly the practice but also on the output side. Such a well-rounded training has been called sensori-motor. The arc must be completed. No longer do we train the child to sense merely but to do.

This educational principle finds most assuredly an application in aesthetic education and especially aesthetic character-training. The child is to be taught not only to appreciate the socially beautiful but also to execute it. The child must not only like a neat appearance but must actually bring about a neat appearance. It must not only dislike social friction but work towards bringing about social orderliness. It is this activist phase of aesthetic education which is paramount in connection with character-training. The child thus taught is not only aesthetically sensitive but also aesthetically active.

II. The Method.

Whether there is an innate sense of beauty in the newborn from which this aesthetic character-training may set out, need not bother us. All that is necessary for a point of departure is the fact that the newborn likes or loves something and the genetic studies by Watson indicate that it does love something in the form of certain tactual stimulations. Just as the love-responses of the child for the mother are learned through co-stimulation of the skin (unconditional) and the eye (conditional), so may love-responses be conditioned (learned) for harmony, rhythm, symmetry in all their variations. This conditioning of the love-responses needs by no means to stop with the so-called non-social stimuli-combinations. What is of paramount significance for aesthetic character-training is the fact that this conditioning may be carried very easily over into the sphere of the social. Symmetry, orderliness, harmony in human behavior and social relations in general may be served as substitute stimuli which now function in the way of eliciting love-responses on the part of the child.

Thus far we have seen how the child may be brought to respond emotionally (viscerally) to orderly arranged social behavior. It is now a question of going beyond this visceral reaction to social orderliness and of training the child to react with his striped muscles in the production of the beautiful in social behavior. Here nature aids us to some extent. Watson observes in the newborn that unconditioned love-reactions to things are immediately succeeded by striped muscle-reactions which he has called positive responses. It is almost wholly by reason of these positive responses that the observer infers the visceral love-reaction in the newborn. Thus, the substitution of love-stimuli would but increase the number of stimuli to which positive reactions would be made. Apparently there would be no need for the assistance here from training if nature could select unvaryingly the aesthetic stimuli.

Amid the profusion of stimuli confronting the child, some are aesthetic and others not so and it is this very fact which necessitates an element of control.

Here behaviorism places at the disposal of the trainer a technique known as the inhibition of response. Its main purpose here is that it enables one to differentiate the aesthetic from the unaesthetic stimuli of the environment and to select the aesthetic for conditioning of the love-response or striped muscle response. This principle of selection or differentiation is of great importance owing to the fact that the child can in the beginning be as readily conditioned to love and positively respond to the ugly as the beautiful.

The inhibition of a response is simply the blocking or substitution of another response. Love-responses and positive reactions to the ugly in social behavior must be inhibited. For that purpose it is unnecessary to introduce into the stimuli-combination a stimulus-element of a type and potency to elicit a negative reaction. Punishment in some form or other is frequently employed as this stimulus-element.

Once the reactions appropriate to the aesthetic and unaesthetic have been established, it is now possible to enchain a series of these unit-acts into an aesthetic habit.

By reversing the entire procedure, the child could be trained to love the ugly, the disorderly, and actively to strive for the attainment of the same. In this connection, Brasol in his "Elements of Crime" has indicated as one of the several causes of crime the development of a love for asymmetry in general and especially for social disorder in slum sections of our cities. He sees even in the present-day cubistic-futuristic art not only a reflection of a morbid love of the disorderly but also a criminal influence upon the young in that such are may condition one to love the ugly and ultimately social disorder.

Aesthetic character-training must be commenced during the pre-school and early school years if results are to be most effective. We no longer believe in innate ideas of the beautiful but we do subscribe to the primacy of pre-school conditioning and inhibition in regard to the beautiful. We no longer accept Plato's explanation of mystic contemplation of a thing of beauty as the soul's reminiscence of the celestial good, true and beautiful. We are rather inclined nowadays to explain the emotional reaction in question as due to the primacy of pre-school conditioning of the love for the beautiful. We are however one with Plato when he maintains the triune nature of the Good, True and Beautiful and the greatest of these: the Beautiful.

N. A. T. C. S. Membership is 20,000 before July 1, 1931. This will be possible if each member will be responsible for five other memberships. Write the Executive Secretary expressing your responsibility.

TEXAS' PROGRAM FOR THE DEVELOPMENT OF NEGRO SCHOOLS

By G. T. BLUDWORTH, Special Rural School Agent

1. Standardization of Negro high schools.
2. Hold conferences for high school principals.
3. Send news letters to high school principals.
4. Encourage summer school attendance.
5. Encourage reading of professional literature.
6. Hold conferences with superintendents.
7. Make supervisory reports of visits to high schools.
8. Help improve daily schedules.
9. Give suggestions for better organization of high school curriculum.
10. Give high school subject matter tests.
11. Suggest reducing teaching loads of elementary and high school teachers.
12. Encourage better sanitation.
13. Encourage better building facilities.
14. Encourage the purchase of more adequate school equipment such as teacher and pupil desks.
15. Encourage the purchase of more adequate supply of instructional equipment for both elementary and high schools.
16. Encourage provision for larger degree of vocational guidance.
17. Recommend more adequate industrial training facilities.
18. Help to bring about better school attendance.
19. Give advice and suggestions for the classification of pupils.
20. Give advice and suggestions for the reduction of school failures.
21. Encourage superintendents to provide better supervision.
22. Recommend increase in salaries.
23. Recommend better library facilities.
24. Encourage school officials to provide a better child accounting system.
25. Encourage superintendents to incorporate Negro high schools as a definite functioning part of the public school system.

Negro Supervision

The Rosenwald Fund which was first used for assisting in the construction of school houses for Negroes in rural districts, but which is now assisting in both the rural districts and the smaller centers or towns has been expended for those purposes in seventy-eight counties of the State. The number of projects totals 493, (426 schoolhouses, 26 teachers' homes, 18 shops and 23 additions to school houses) and are located in the following counties:

Anderson, 5; Angelina, 1; Austin, 1; Bastrop, 6; Bowie, 36; Brazoria, 4; Brazos, 1; Burleson, 12; Caldwell, 2; Calhoun, 1; Camp, 12; Cass, 23; Cherokee, 21; Ellis, 1; Falls, 1; Fannin, 2; Fayette, 3; Ft. Bend, 12; Franklin, 1; Freestone, 11; Frio, 1; Galveston, 1; Gonzales, 1; Gregg, 15; Grimes, 6;

Guadalupe, 10; Hardin, 2; Harris, 1; Harrison, 24; Henderson, 8; Hopkins, 1; Houston, 22; Hunt, 4; Jasper, 9; Jefferson, 2; Johnson, 1; Jones, 1; Kaufman, 2; Lavaca, 1; Lee, 9; Leon, 2; Liberty, 3; Limestone, 12; Madison, 5; Marion, 7; Matagorda, 3; Milam, 6; Montgomery, 3; Morris, 9; Nacogdoches, 11; Navarro, 4; Newton, 2; Panola, 8; Polk, 10; Rains, 1; Red River, 3; Refugio, 1; Robertson, 3; Rusk, 20; Sabine, 1; San Augustine, 1; San Jacinto, 9; Shelby, 4; Smith, 18; Tarrant, 1; Titus, 3; Travis, 3; Trinity, 3; Tyler, 1; Upshur, 7; Van Zandt, 6; Waller, 3; Walker, 9; Washington, 10; Wharton, 5; Wilbarger, 1; Williamson, 5; Wood, 13.

The total amount expended in the construction of the buildings and additions during the last eleven years is \$2,004,636.00, of which the Rosenwald Fund has furnished \$348,873.00, the Negroes \$338,226.00, the whites \$50,536.00 and the public \$1,267,001.00.

There are now thirty county training schools for Negroes aided by the Jno. F. Slater Fund and twenty-three teachers supported in part by the Anna T. Jeanes Fund.

Anna T. Jeanes Aid

I. Number of counties 1929-30.

Anderson, Bastrop, Bowie, Burleson, Camp, Cass, Fort Bend, Gregg, Henderson, Houston, Kaufman, Lamar, Lee, Liberty, Limestone, Milam, Morris, Rusk, Travis, Trinity, Waller, Washington.

II. How Supported.

1. Jeanes Fund.
2. Local Authorities.

III. Duties.

1. Teach simple household industries.
2. Visit among the patrons.
3. Organize clubs.
4. Encourage Rosenwald school buildings.
5. Assist the County Superintendent.
6. Aid in special campaigns—
 - (a) Health,
 - (b) Negro History,
 - (c) Interscholastic League.

IV. Qualifications.

1. At least one year of Home Economics.
2. Experience as a teacher.
3. Not less than First Grade Certificate.
4. Adaptability.

V. Cost for 1929-30.

- | | |
|---------------------|----------|
| 1. Jeanes Fund | \$ 7,540 |
| 2. State and County | 8,530 |
| 3. Total | \$16,070 |

The Jno. F. Slater Fund County Training Schools

I. Location.

1. One to the county.
2. Preferably in the rural districts.

II. Requirements.

1. Cooperative Board.
2. Cooperative Superintendent.
3. Minimum term of eight months.
4. Minimum salary of \$1000 for principal.
5. Minimum salary of \$500 for each teacher.
6. Minimum number of teachers, three.
7. Adequate buildings and grounds.
8. A willingness on part of the authorities to supply wanted needs.

III. Possible Aids.

1. Jno. F. Slater, salary.
2. Rosenwald (See list of aids under "The Julius Rosenwald Fund").
3. Smith-Hughes Fund.
4. Rural Aid.

IV. Teachers.

1. Must be certificated.
2. Must live on or near the school premises.

V. Supervision.

1. City or County Superintendent.
2. State Department of Education.
3. Representatives of the various funds.

VI. Objectives.

1. High School.
2. Vocational Institution.
3. Teacher Training.
4. Proper Supervision.

VII. Salaries for 1929-30.

(a) Jno. F. Slater	\$ 6,950
(b) State and County	124,288
(c) Total	\$131,238

Counties Having County Training Schools

Anderson, Bastrop, Bowie, Caldwell, Camp, Cherokee, Fort Bend, Freestone, Gregg, Guadalupe, Harrison, Henderson, Houston, Hunt, Jasper, Lavaca, Lee, Liberty, Limestone, Milam, Nacogdoches, Navarro, Newton, Robertson, Smith, Trinity, Van Zandt, Walker, Waller, Washington.

Encouraging Omens

I. Rosenwald.

1. Six new counties the current year.
2. Not less than a dozen school crops.
3. Growing interest among both races.
4. Hearty cooperation of the Department of Education.
5. An increasing number of large buildings.
6. Houses well cared for after being erected.
7. Teachers more and more inclined to attend school.
8. Authorities more willing to give audience.

II. Jeanes Supervisors.

1. Three new counties this year.
2. Prompt reports.
3. Willingness to cooperate with the authorities.
4. All expecting to attend school this summer.

III. County Training Schools.

1. Three new counties this year.
2. Three prospects for another year.
3. Schools making rapid progress.
4. Teachers attending school.
5. Their graduates entering college, 67 per cent.
6. Each one carrying industrial education in some form.
7. Some equipment added annually.
8. An increasing number of libraries.
9. Landscape beautification.

IV. General.

1. More communities are including the Negroes when a building program is launched by a bond issue.
2. Increasing number of Evening Schools.
3. More invitations to come received.
4. Greater number of Superintendents giving real supervision.

Methods Used to Further the Program

- I. Conferences with County or City Superintendents.
- II. Conferences with Local Schol Boards.
- III. Mass Meetings.
- IV. Monus.
- V. Rural School Aid.
- VI. Jeanes Supervisors.
- VII. Personal Contact.

Some Impediments

- I. Having to overcome prejudice.
- II. The temptation to pad the scholastic rolls.
- III. The temptation to appropriate funds apportioned by the State to the Negroes for other schools than Negro schools.
- IV. The disposition to allow the Negro teachers to purchase necessary supplies for instructional equipment.
- V. A tendency to forget that the Negro schools constitute a portion of our State system of schools.
- VI. The use of Churches or very poor houses in which to teach.
- VII. Inadequate equipment.
- VIII. Overcrowded rooms.
- IX. Politics.

General Education Board

The General Education Board was organized for the purpose of bestowing certain benefactions where and when a cause might meritoriously deserve it, and to furnish a channel through which other Foundations may find an outlet.

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THE PRESENT STATUS OF HIGH SCHOOL EDUCATION

(Continued from page 4)

Twenty-two schools or 29% have above 40 students per teacher, 12 or 16% have above 50 students per teacher, one school having as high as 59. Twenty-nine or 38% have above 35 students per teacher, while only 27 schools or 35% have 30 or less students per teacher or the normal student load.

Unfortunately state accreditation requirements do not in many cases, if any, limit the student-hour load so that the other end of the average Negro Mark Hopkin's log is very well crowded for, I will venture to say, an impossible number of periods per day. (I did not ask the question.) Can we imagine that the child lost in this crowded school with over burdened teachers, gets a great deal of joy from his work and can we blame them in so many cases for wearying of the conditions and dropping out of school altogether?

However, if he does go on to school, in spite of conditions, what sort of program of health and recreation does his school offer? Provisions for gymnasiums and for teachers of physical training are now very generally a part of the program of the white schools of the South, both in their Senior and Junior High school plants and in their Elementary schools. It is now with them beyond the place where any discussion is necessary to justify its place in the modern school program.

Within the last two weeks I attended a Conference of White High School Principals in the State of Tennessee. Forty-two men were present representing the small town and rural high schools. Thirty-five or 83% of these small high schools in one state have gymnasiums and 20% had full time teachers of physical training, but only 21 or 27% of 77 of our largest and best Negro high schools could claim gymnasiums of any kind and only five had provisions for both boys and girls at the same time. Only 7 had full time teachers of physical training for boys and only 9 for girls. Thirteen more claimed half time teachers for boys and girls and some of these I know were including their coaches of sports who carried a full load of academic work along with their coaching duties. Counting them all, however, only 22 schools or 29% made any claim to having any kind of provision for this type of activity so much enjoyed by high school students of both sexes and so worthwhile from the standpoint of stored-up health for the severely taxing days to come in mature life.

Let us take for granted that practically all of these 77 schools have teams. How many of them have provision for showers after vigorous exercise? Only 25 out of the 77 or 32% claimed any provision for shower baths and only 20 of these had separate provisions for boys and girls. In the great majority of cases these school plants are the only centers of recreation for our boys and girls that are not commercialized in the most dangerous ways. There are, we know without asking, practically no Y. M. C. A.'s

and fewer Y. W. C. A.'s for Negroes in these 77 cities. And if the school plants are not equipped to offer a clean, wholesome recreation program, the community is poor indeed in those experiences that even small white communities provide for their children and that all young life should have in these modern days when complicated city existence has robbed us of open spaces and swimming holes and has made recreation so largely a part of the public welfare program.

At least one reason for the school library is to make high school attendance attractive. That reason alone would have justified white school authorities in making libraries and librarians so clearly acknowledged a part of their school program. But school libraries and trained school librarians are so taken for granted in modern school procedure that no effective teaching by modern methods can be done in schools without functioning, libraries. All state accreditation standards call for libraries but unfortunately in most if not all of the states, the standards merely determine the number of volumes and assume that proper conditions for the use of the books will be supplied. These accreditation requirements bearing on books have been responsible for the fact that our Negro high schools which had no books a few years ago, today have fairly creditable collections. It is a sad commentary on how these collections of books are made available to the students when the facts of this study show that 37 or 44% of the schools considered do not have a separate room to be used for library purposes; while only 16 or 21% have full-time librarians and 5 more have part time librarians. Of the 16 full time librarians, 14 are said to be trained to give scientific library service. This lack of libraries is not a matter of the size of the school. Forty-eight or 62% of these schools have 500 or more students and 15 or 20% have a thousand or more students. The attainable standards set forth in 1928 by the Library Committee of the North Central Association are as follows:

Below 250	1 half time librarian.
250 - 499	1 full time librarian.
500 - 999	1 full time librarian and 1 half time librarian.
1000 - 1999	2 full time librarians.
2000 - up	2 full time librarians and one half time for each additional 1000 or major fraction.

One of the schools considered is in a city whose Negro population numbers 85,000. The building erected in 1926 has a reasonable capacity of 1200. The present enrollment is 1640 or a 35% overcrowded condition. The room intended for a library has been diverted to class room use and the books repose in the principal's office. There is no librarian, full time or part time, to see that these books are made available to the 1640 young people who might find them interesting and inspiring. It is encouraging, however, that in another state a school with only 370 students has a separate library room and a full-time, trained librarian.

In this scientific age when more people are actually engaged in chemistry than in any other of the learned professions, how well are our best Negro high schools equipped to turn out young Edisons? Fourteen of the 77 or nearly one in five have no separate science laboratory. Forty-six or 60% have one room for all science, while only 17 have two or more rooms devoted to science. Chemistry is still taught more or less like fiction in many of our Negro high schools.

We would naturally expect that little attention would be paid to cultural matters in these schools but we would hardly look for conditions to be quite so bad as they are. The most universal Southern white comment on our singing is that it is wonderful; far superior to singing by any one else. If this is true a very fine opportunity to develop a valuable asset is being neglected. Regarding the opportunities for musical training in our high schools, the facts are that only 20 of the 77 schools or about one in four, have a full time music teacher. Eighteen claim half-time teachers; while 32 or 42% of the 77 have no music taught in the high school except as volunteer extra curricular work by some teacher already carrying a full load of other school duties. Only 15 or 19% of the schools have any courses in art. Our high schools are doing practically nothing toward making our children either artists or patrons of the arts. Nor can we imagine that very much emphasis is put on dramatic art when 39 or 51% of the schools do not have any kind of stage curtains and a number of the schools do not even have auditoriums.

If the children love beautiful surroundings, their high schools offer them still further disappointments for 32 of the principals or 41% admit that their grounds have not been improved even though the buildings in some cases are more than twenty years old; further 26 of the men or 34% say that the janitor service provided by the board is not sufficient to keep the building in clean condition while many of those who express themselves as satisfied with the janitor service have one janitor for more than a thousand children. One principal writes that he employs out of school funds additional janitor service; another that the teachers and students do most of the cleaning; and several that the janitor's wife and members of his family assist in the cleaning of the building. Comparatively few of our Negro schools in the South are ever very clean and the fault is not with the principal or the poor janitor who finds it physically impossible to maintain a clean building, no matter how diligently he labors. We hardly dare think what these ugly and unclean surroundings of these thousands of Negro school children mean to them in health and character habits.

Probably the Negro high schools are giving their attention to the industries and vocational side of the training of Negro children. Have we not for several decades understood that the South believed in vocational education for the Negro. Surely no people ever needed more to learn ways and means of earning an honest and respectable living, especially, when such an overwhelming percentage of Negro

high school students go immediately into the life of the community. But what are the facts? First, 71 of the 77 schools do teach home economics for girls and at least 51 of them have separate rooms for cooking and sewing. But, for boys, 7 of the schools or 35% have no shop work at all while 44 or 57% of the 77 schools have a wood shop only. No one would argue against work shops, for wood work is as cultural as music. On the other hand no thoughtful person would argue that wood shops are at all vocational. Even the wood shop men of the country themselves argue that their work is not vocational in the sense that they are teaching a trade. On the other hand, with the automobile industry the leading industry in the country today, auto mechanics is certainly vocational. Yet only 6 or the 77 schools teach auto mechanics to their boys, and only 13 have more than one shop teaching any kind of industrial work.

Commercial training, universally offered as a vocational possibility in white schools and so sorely needed in all Negro community life is offered in only 23 of the 77 schools. In no sense can we say that our Negro high schools are in the least effective in the vocational training of our children and we need to give every aid and encouragement to the Rosenwald movement seeking to encourage southern cities to offer real vocational training in their Negro high schools.

Probably the crowning discomfort from the point of view of the children is in the matter of the lack of a little space in which to put down coats, rubbers, raincoats, umbrellas, hats, extra books, etc. Only 19 of the schools or one in four, provided lockers for the students. Some three or four years ago Dr. Phoenix took a little vacation from his work at Hampton and visited many of the high schools over the South which sent students to Hampton. As he returned from his trip he visited me in North Carolina and among other things expressed his surprise at seeing the students in so many of the schools wearing hats and coats in the class rooms and carrying armfuls of coats, hats, books, umbrellas, etc., from room to room. To any one not familiar with conditions in Southern Negro high schools, it is a queer sight.

Even the pleasure of a comfortable, sanitary place to eat is denied the students in these schools, for only 24 schools or 31% had separate cafeteria rooms.

For Negro high school students the great democratic adventure of going to high school is after all not so joyous.

On the average they must attend an over-crowded school building where they are all but lost in classes too large for the teacher to handle effectively. The building is usually dirty and the grounds ugly and unimproved. There are no lockers where the daily burden of coats, hats, books, etc., may be deposited; no gyms or attractive physical training programs; no shower baths; no courses looking toward vocations; no quiet, attractive library rooms presided over by trained librarians; no diverting cultural programs of music and art and dramatics; and at

lunch time no pleasant, sanitary cafeteria where they may relax and socialize for a short period while they enjoy a wholesome, well planned lunch. Can we blame them if they find high school dull?

Let us now consider in somewhat less detail the lot of our Negro high school teachers. Is high school teaching a profession attracting the best of our young trained minds and offering them a respectable chance to earn a living by engaging in an enjoyable activity?

A discussion of the salary received will help some in arriving at an answer. One of the questions was regarding the maximum salary paid any teacher. The replies were somewhat disappointing as data for in several instances the principal, himself a teacher, sent in the principal's salary. In every case where I have written to verify my suspicions I have found this to be true. In other cases the principals have sent in a salary supplemented from Federal or other funds. The figures on maximum salaries then may run somewhat higher than actual conditions justify. Not all of the replies are entirely definite and two or three did not answer the question at all, but from the replies the facts on salaries are as here stated. In 77 of the best Negro high schools of the South the maximum salaries paid to teachers run as follows:

In 28 or 36% of the schools the maximum annual salary is under a thousand dollars per year.

1 school	\$ 450
1 " "	540
2 schools from	600 - \$ 700
5 " "	700 - 800
2 " "	800 - 900
12 " "	900 - 1000
5 " "	1000 - 1100
4 " "	1100 - 1200
6 " "	1200 - 1300
2 " "	1300 - 1400
19 " "	1500 - up

Only in one out of five of these schools may a teacher expect to receive as much as \$1,500 per year. All of which undoubtedly means that these low salaries paid in Negro high schools actually put a premium on inefficiency. Teachers receiving such low salaries cannot live through the winter in any decent way and have enough left for summer study or travel or even for summer vacation and most of them must seek work in summer hotels or on Pullman cars where in three or four months they earn almost as much as they were paid as teachers the previous winter.

Not only must the Negro high school teacher expect a low salary but he may expect to earn it under most trying conditions. He stands more than equal chances of working under excessively crowded conditions and teaching his classes in rooms that were not designed for class room use and so lack such comforts and conveniences as sufficient light, heat, air space, blackboards, etc. Two chances to one his student hour load will be so heavy that it will be humanly impossible for him to develop proper class room techniques.

Five chances to one the library facilities of the school will be too inadequate to be employed by the teacher as a help in enriching his courses. The man who knows team athletics will probably carry a full load of teaching and then spend his afternoons in coaching and his nights resting because he is too tired to make his four to seven preparations for the next day. The Home Economics teacher stands more than two chances to one of degenerating into a cook for a cafeteria. While the teacher who knows music will frequently regret the accomplishment.

Under such conditions we cannot hope that our teachers will from year to year show the normal professional improvement in teaching technique. The danger is that they will, on the other hand, drop by necessity into habits of slovenly teaching.

Further, positions for specially trained teachers for library work, art, public school music, commercial work and physical education are being created so slowly that we can offer no encouragement to talented and ambitious young people to prepare themselves for these types of work.

I am almost prepared to say that for a Negro to do high school teaching in several of the Southern states he must be impelled by extreme missionary zeal or else he is forced into it because he is not capable of doing anything else.

Finally, what is the lot of the average Negro high school principal in our best schools in the South? In the first place he is so underpaid that again a premium is placed upon the untrained unprofessional, job-wary type of individual. I cannot entirely back up this statement from the data but I can say that in most of the cases where I have written back about salaries the man has written me that the salary stated was the principal's salary and was given on the blank because they were principal teachers. One man who is principal of a school with an enrollment of 900, writes: "The \$1,500.00 salary referred to is the principal's salary. He has at least 4 hours of teaching service per day." This same man has no clerical assistance. His school is 88% overcrowded; and there are 53 students for each of his 17 teachers. Yet his situation is considered almost the best in his state.

Forty-seven or 61% of the principals replying have no clerical help. Here again the enrollment seems to have nothing to do with the variation in the condition. A school with an enrollment as high as 1250 has no clerk, while another with the same enrollment has one full-time and one half-time clerk. Still another with as low as 310 students has a full-time clerk. Forty-three or 66% of these men have no administrative equipment, such as filing cabinets, adding machines and mimeographs. In fact there are only 14 adding machines and 40 mimeographs in all 77 of these schools, and most of these have probably been purchased by the P. T. A. When I consider the multiplicity of reports now asked for, the numerous detail duties of a principal's office, and the fact that so many of these men must teach, do their own clerical work, and that without

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Psalm of Life—Longfellow.
 Flowers in a Crannied Wall—Tennyson.
 The Bells—Poe.
 For 'a That and a' That—Burns.
 The Lady of the Lake—Scott.
 Christmas Carol—Holland.
 Herve Riel—Browning.

That there a wide range in preference for certain poems is illustrated by the fact that some poems have preferences distributed up through the eighth grade and beyond. This wide variation in placement of poems shows diversity of opinion as to the poems that should we read in the grades. Such a list follows:

	Grades
The Flag Goes By—Bennett.....	1-8
The Four Leaf Clover—Higginson.....	1-8
Christmas Carol—Holland.....	1-8
Sweet and Low—Tennyson.....	1-8
The Twenty-Third Psalm—Bible.....	1-8
Pippas' Song—Browning.....	2-8
The Dawning Day—Carlyle.....	2-8
September—Jackson.....	2-8
Song of Hiawatha—Longfellow.....	2-8
Christmas Bells—Longfellow.....	2-8
To a Dandelion—Lowell.....	2-8
The Pied Piper of Hamelin—Browning.....	3-9
Barbara Fretchie—Whittier.....	3-9
Snowbound—Whittier.....	3-9

Such lists as the above doubtless represent those poems that teachers have found interesting to children or perhaps merely lists which represent poems passed on from one curriculum to another. Since a child's own interest in the content and rhythm of a poem should be the reason for reading it, a study to determine whether the poems most frequently used are interesting to children is of even greater value to the teachers of poetry.

Blanch E. Weekes* found there is a strong tendency on the part of curriculum makers to adhere to nature poetry, although summer and winter are not as popular as spring and autumn. Another strong tendency is to include poetry of a patriotic nature. Her study indicates, also, that more consideration should be given to themes dealing with children's experiences.

Pupil Preferences

Increasing recognition is being given to the idea that a human being does those things best in which he is most interested. Realizing that it would be more profitable in the teaching of poetry to determine children's interests and preferences, extensive experiments have been made in the last five years to determine their tastes in poetry. Some one has said there is no such thing as children's poetry, because that which is written for children is so much enjoyed by adults. It has been found that elementary school children are concerned with—

1. Music of the spoken verse.
2. Appreciation of beauty of a striking picture.
3. Interpretation.

Their poetry must be delightful and musical to the ear, must record feelings about children and childhood, and must not be too argumentative, too figurative, or too emotional.

In a study of children's choices of reading McIntosh* asserted that "children prefer every other type of literature to poetry," but Uhl† presents a view more favorable to poetry. A quotation taken from Summary of Investigations Relating to Reading, by W. S. Gray, follows:

"The first poem reported on by them was 'Excelsior.' Only a low percentage liked this poem, while the majority stated that 'they did not like poetry anyhow.' In nearly every case, however, the pupils who said they did dislike it, stated why they do like 'The Village Blacksmith,' 'The Barefoot Boy,' and 'The One Hoss Shay.'

"The results here obtained confirm the opinions of many teachers who have found that the difficulty is nearly always with certain poems and not with poetry in general. This statement holds for both boys and girls so far as the results indicate."

Such a study as the above suggests the necessity of investigations to determine the various factors which influence the interest of pupils and close attention should be given to methods employed so as to lead children to desirable tastes. The reason for children's distaste in poetry is doubtless the fact that children have not been permitted to read the poetry that offers a compelling emotional appeal.

A study was undertaken by Fannie W. Dunn** to determine the extent to which figurative language and involved sentence structure affect children's choices of poetry, and, analyzing the results of the test, she found that the verse form is of negligible influence on children's enjoyment. The study revealed further then, by implication, that children's preferences are determined by the degree of meaning the poem has for them.

In an attempt to determine the poetry most suitable for children of the elementary school, an experiment§ was conducted by the editors of the Poetry Book with the cooperation of 50,000 children and 1500 teachers. The material for the test was chosen from 900 courses of study, the poems most frequently used, including those courses of study ranking highest in literary merit. The technique of administering the test is not pertinent to my discussion, but the experiment pointed to the fact that most poems are liked better in some grades than in others. This must be considered when making placement of poems in certain grades. It pointed further to the fact that there is only slight

*McIntosh, Helen K.—A Study of Children's Choices in Poetry.

†Uhl, Willis L.—The Derivation of Standards for Judging Reading Material.

**Dunn, Fannie W.—Interest Factors in Reading Material.

§Huber, M. B.—Children's Interest in Poetry.

(Continued on page 27)

*Weekes, Blanche E.—The Influence of Meaning on Children's Choices of Poetry.

GROWTH OF THE COLORED PUBLIC SCHOOLS IN NEW ORLEANS

(Continued from page 9)

Pupil Activity—The Socialized Recitation

That pupils ask significant questions; that they are able to react in a social way to problems of control, if the class organization has developed a group spirit, is attested by the following recitation in history on May 25, 1930—seventh A grade.

(Introduction of the work by leader of Group 1, the group that is responsible for the reports. Questions and criticisms are in charge of Groups II and III. Additional information report usually comes from members of the same group.)

We have just completed our discussion of the War of 1812. As we know, a period of reconstruction usually follows a war, but the War of 1812 was followed, rather did not interfere to any great degree with the progress of our country during this period. The problem that we are solving was introduced at a previous recitation. What is that problem, Bessie Mae?

Ans.: What factors contributed towards the prosperity of our country during the period of 1790-1820?

G. L.: The secretary will please place the problem on the B. B. Now, who will volunteer to review the reports in the previous recitation?

(Osceola gives the review on the reports: "Population and Boundaries," "Emigration to the West," and "Early Life in the West.")

G. L.: Any comments?

Pupil: I think your report was very well given, Osceola. Your enunciation was clear and your position before the class was very good. (I thank you.)

G. L.: Any corrections?

Pupil: Osceola, you said that the "far west" extended to St. Louis during Washington's time, but the "far west" extended to Pittsburgh, and in Monroe's time it extended to St. Louis. (I thank you.)

G. L.: Any questions on this report?

Pupil: Who were the frontiersmen, Osceola?

Ans.: Those who lived on the frontier, or boundary of a country.

G. L.: Any additional information?

Ans.: Last week we learned from our Current Events that the Commemoration of the Covered Wagon Centennial is now going on and will continue until December.

Pupil: Why is this celebration being held, Philip?

Ans.: This celebration commemorates the first covered wagon train that started from St. Louis on April 10, 1830, to cross the Rocky Mountains. (I thank you.)

G. L.: Any additional information? If not, we will give the points secured from these reports that will aid us in the solution of our problem. Wylene, give the points.

Ans.: After the purchase of Louisiana, emigration to the West increased rapidly. As a result of the many hardships endured by the early pioneers,

they became strong bodied, self-reliant men and women.

(These points had been discussed and accepted by the class in the previous lesson. The secretary writes them on the B. B. under the problem.)

G. L.: The first report, "Immigration" will be given Sidney.

Sidney: I secured my information from the History of the United States by Waddy Thompson. (Sidney gives his report.)

G. L.: Any comments?

Ans.: I think that your report, Sidney, does credit to a seventh grade pupil. We enjoyed your report. (I thank you.)

G. L.: Any corrections? Any questions?

Pupil: What is the difference between a frontiersman and a pioneer, Sidney?

Ans.: A pioneer is one who blazes the trail—goes to an unsettled section of the country to prepare it for others. The frontiersman, as you have already been told, is one who lives on the frontier, or the boundary of a country. (I thank you.)

G. L.: Any more questions?

Teacher: Why were immigrants attracted to our country, Helen?

(Teacher steps in to stir the group, or to aid in evaluation of points.)

Ans.: Immigrants were attracted to our country because of religious freedom.

Teacher: You are thinking of the period of colonization. Sidney, can you clear up this point for Helen?

Ans.: Immigrants were attracted to our country because of certain rights and privileges that the Stars and Stripes offered. Our form of government, being democratic, offered greater freedom than the European countries, whose form of governments were mostly monarchies.

Teacher: Well given, Sidney. Is it clear to you, Helen? (Yes, Miss—.)

G. L.: Were there any points in the report that will help us to solve our problem?

Ans.: During the early part of the nineteenth century, New York, Pennsylvania, Massachusetts, and Virginia were the four most populous states in our country.

G. L.: Is the class willing to accept that as a point?

Ans.: I think that the point is O. K., for increase of population in a city or town shows growth and progress. But I do think that the statement is too long.

G. L.: Restate it, please.

Ans.: In 1820, the four most populous states in our country were New York, Pennsylvania, Massachusetts, and Virginia. (I thank you.)

G. L.: Is there any other point?

Ans.: One factor that attracted immigrants to our country was our form of government.

(Secretary writes these points on the B. B.)

G. L.: Philip has the next report, "The Industrial Revolution."

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THE STATUS OF ELEMENTARY NEGRO EDUCATION

(Continued from page 15)

We find at the present time that the total value of the property used for the higher education of the Negro is \$50,000,000. The value of public school property amounts to \$98,500,000 or in round numbers \$100,000,000.

The value of the property used for the higher education of the Negro has increased \$30,000,000 in the past 15 years. The value of the property for public schools has increased \$80,000,000. It would appear that we can credit \$25,000,000 of this increase in elementary school property directly to the Rosenwald schools. This leaves a balance of \$55,000,000 to be credited elsewhere. To what extent has the \$55,000,000 gone into improvements of the facilities for elementary schools?

While no figures are available it is probable that a large part of this \$55,000,000 has gone into the erecting of high schools for Negroes. There were, in 1915, 91 high school for Negroes, included in this number were 27 county training schools. In 1930 there are 831 high schools, in which are included 370 county training schools.

Permit me, just here, to make an inquiry. Is there, aside from the work of the Rosenwald school house building campaign to provide elementary schools, any other agency or source that is promoting in any large way the increasing of the facilities of our elementary schools?

It is also fair to observe that the Rosenwald fund aided in the erection of high and county training schools so that not all of this \$25,000,000 has gone for improving the facilities of elementary schools.

What is being done to improve elementary schools in cities and towns? Is there not a tendency to erect high school buildings, so called, in which only a part of the facilities are devoted to high school work? The result is that many of the schools are neither elementary nor high schools. In many cases there exists in the same school building three levels of instruction, elementary, junior high, and senior high. There are, too often in these combination buildings, the lack of facilities for carrying on effectively the work of either the graded school or that of the high school.

In the present status of elementary education for Negroes there is the necessity for the elementary schools to be raised to the place where their progress will be commensurate with the progress that is being made in the secondary schools and colleges. Otherwise, the schools for secondary and higher training will have to continue to devote a great part of their effort to doing elementary work.

In fact, we have, in the matter of operating the three levels of work in the combination of elementary and high school buildings, the perpetuation of what has been done in our colleges and normal schools since the beginning of our mass education.

There is danger here of Negro education not being able to improve its status in a well rounded manner. What is needed is a standard similar to that which

white schools in the main have attained; the graded school work in schools for the whites is generally carried on in graded school buildings and high school work in high school buildings.

The financial burden upon the Negro in assisting in his own education is more largely for elementary schools. The less the building costs the greater per cent the Negroes are called upon to give; if a school building is to cost any where from \$500 to \$5,000 the Negroes may be called upon to contribute anywhere from \$100 to \$1,000. On the other hand, if the building is to cost \$25,000 to \$500,000 the probability is that the Negroes will not be called upon at all for a direct contribution. It is thus that the largest per cent of the direct contribution of Negroes has gone into elementary school building. He has contributed \$4,000,000 or 16 per cent of the \$25,000,000 which has gone into the erecting of the Rosenwald school building.

If Negroes had been called upon to make a proportionate contribution of the \$55,000,000 expended in the last 15 years in addition to the Rosenwald expenditures for school property, their direct contribution for this purpose would have been \$8,800,000. The probability is that of this \$55,000,000, the Negroes by direct contribution have given less than \$1,000,000.

This brings us to the question of how can the status of Negro education be raised so that the direct burden upon Negroes for the education of their children will be no greater proportionately than the burden upon the whites for the education of their children.

From the beginning Negroes have helped to bear the burden of the support of their elementary schools if a school building was to be provided or a school term lengthened, it was necessary that they assist by direct contributions. Negro schools will not attain their full status until they are in every respect supported as the schools for whites are supported.

Education is primarily a public matter and should be supported in the main from public funds. One of the greatest needs of Negro elementary education is adequate financial support. How is this to be secured? The great increase that is needed for the support of elementary schools must come from public funds. In order to secure this support there must be a larger education of the public in general and public school officials in particular.

The success of the Slater Fund and the Rosenwald Fund in educating the public and public school officials to increase their appropriations for Negro education have indicated the possibilities of securing much greater public support for the improvement of Negro schools.

There have been three methods of providing public funds for the support of Negro schools:

1. From the funds ordinarily provided for the support of schools. These funds have been almost entirely for the payment of teachers.
2. The second method is by special appropriations, particularly for increasing the facilities.
3. The third method is by means of the ballot whereby special taxations for school improvement

are voted. It is only occasionally that the Negro is included here. The present trend in the providing of increased funds for public school support is through the voting of bond issues and the voting of special district and county taxes. It is important that the Negro should participate more largely in the voting of these bond issues and special taxes.

In conclusion then I would say that Negro schools should receive a just and equitable division: First,, of the funds ordinarily provided for the public schools; second, of the special appropriations for school purposes, and third, of the distribution of funds derived from bond issues and special taxes. Only such a just and equitable division will insure adequate support for Negro schools and provide balanced programs on elementary and high school levels. Only such a just and equitable division of funds for public schools will enable Negro education to be raised to its proper status.

WELCOME ADDRESS TO THE NATIONAL ASSOCIATION OF COLORED TEACHERS IN COLORED SCHOOLS

(Continued from page 13)

One of the most useful items in the Association's program of service is its Speaker's Bureau. In 1928-29 this bureau sent 24 of the state's leading educators to address educational meetings in 48 communities throughout the state. These men and women travelled 8759 miles, addressing upwards of 25,000 people, preaching a gospel of education and enlightenment, sowing the seed of progress, and blazing the trail for a renaissance in Negro education in this old dominion. The Association bears the traveling expenses of the speakers, charging the community served only with the living expenses of the speaker while he is in their midst. We feel that the return on the money thus spent in the form of interest aroused in the welfare of the youth of the race is all out of proportion to the investment.

Another significant item in the Association's program is its sponsorship of an annual Vocational Guidance Week. The president and other officers of the organization realize that one of the most serious problems facing the people of our race in America today is one of vocational opportunity and occupational adjustment. With the increased employment of machines to do the work formerly and traditionally performed by Negro laborers and with the rapid overcrowding of the ranks of professional service into which the Negro youth has been traditionally entering, a crisis looms ahead in the economic life of the Negro people. Certainly it is the duty of teachers and especially organized teachers to seek to avert this calamity. Thus the Association is compiling statistics of high school students and graduates, inaugurating guidance programs, providing speakers and literature on Vocational Guidance and seeking to open up avenues of preparation and employment to our youth. This movement is now in its incipency, but it bids fair to become perhaps

the most important service the teachers' association can render to the youth of Virginia.

Time forbids me to do more than mention other items in our Association's program, such as the holding of its district meetings, its Teacher-Placement Bureau, its Educational Research Department, and its fostering of interscholastic debates and oratorical contests among the accredited high schools of the state.

This, ladies and gentlemen, is in brief, the program of the Association upon whose invitation you have come to this historic commonwealth. We are keenly appreciative of the honor you have conferred upon us by your acceptance. Your presence here will strengthen the foundation we have already laid and nerve us for the work ahead. In true Virginia style we join with the distinguished representatives on this platform in bidding you welcome.

WHAT PRICE SCHOOL PAPERS

(Continued from page 12)

of the institution. The better methods constantly introduced, the higher qualifications of the instructors, the changes in courses of study, the introduction of more advanced equipment—all such vital matters of improvement can be made known to the general public.

What price school papers? Is not the reward worth the experiment? Are not the obvious benefits deserving of the possible sacrifices?

To promote, to assist, and to evaluate school papers, is there a need of an agency or association in the South? The Columbia Scholastic Press Association, with headquarters at Columbia University, and the National Scholastic Press Association with offices at the University of Minnesota, have done fine work in criticising, inspiring, and guiding. State scholastic press associations, where they exist, also stimulate. Is there an opportunity for an association of school papers published by our racial group?

Until such an organization is begun or until more of our schools join the already established associations, should not more junior and senior high schools consider seriously the advantages of school papers at any price?

If your membership in the N. A. T. C. S. has expired, please renew.

100 PER CENT ENROLLMENT

Summer High School, Parkersburg, West Virginia, J. Rupert Jefferson, Principal, is the first school to enroll 100 per cent in the N. A. T. C. S. for the current year. Each teacher paid his or her annual membership fee, and Professor Jefferson took out a Life membership paying same in full. It is hoped that other schools will promptly follow the example of Summer.

TEACHING OF POETRY IN THE GRAMMAR GRADES

(Continued from page 23)

correlation between teacher and pupil placement, showing that the present practice is only 39% right. The wide variations in placement points out the need of poetry books which expose children to a wide range. Some poems were raised to higher grades; some were reduced to lower grades. Sample lists showing pupil preferences follow:

Seventh Grade

Darius Green and His Flying Machine—Trowbridge.
The Leap of Rocishan Bey—Longfellow.
The Children's Hour—Longfellow.
Plantation Memories—Russell.
King John and the Abbot of Canterbury—Unknown.
Annabell Lee—Poe.
The House by the Side of the Road—Foss.
Horatious—Macaulay.
The Old Oaken Bucket—Woodworth.
The Charge of the Light Brigade—Tennyson.
The Skeleton in Armor—Longfellow.
Contentment—Holmes.
The Lady of Shalott—Tennyson.
Home Thoughts from Abroad—Browning.
Excelsior—Longfellow.
The Brook—Tennyson.
Four-Leaf Clovers—Higginson.
The King of Denmark's Ride—Norton.
The Herdsman—Garland.
The Vagabond—Stevenson.

Eighth Grade

In School Days—Whittier.
The Highwayman—Noyes.
A Nautical Extravagance—Irwin.
The Owl Critic—Fields.
The Deacon's Masterpiece—Holmes.
Building of a Ship—Longfellow.
The Raven—Poe.
The Pied Piper of Hamelin—Browning.
Maud Muller—Whittier.
Trees—Kilmer.
Crossing the Bar—Tennyson.
The Psalm of Life—Longfellow.
Woodman! Spare that Tree—Whittier.
Yarssouf—Lowell.
The Solitary Reaper—Wordsworth.
The Chambered Nautilus—Holmes.
The Death of the Flowers—Bryant.
Polonius Advice to Laertes—Shakespeare.
The Cloud—Shelley.
To the Dandelion—Lowell.

It is interesting to compare the lists chosen by pupils and the poems most frequently used in present practice. While "The Vision of Sir Launfal," "The Elegy in a Country Churchyard," "Thanatopsis," "For a' That and a' That" are listed for children in the seventh and eighth grades, they are preferred by children in the ninth grade. On the other hand, "Old Ironsides," "The Last Leaf,"

"Lochinvar," "Opportunity," "The Battle Hymn of the Republic," and "To a Fringed Gentian," are preferred by children in the fifth and sixth grades. Other examples of differences in placement could be pointed out.

A number of poems were submitted to all grades to indicate the "peak" grade or the grade in which poems scored the highest. "The Charge of the Light Brigade," and "The Skeleton in Armor" fell in the seventh grade. "Hark! Hark! the Lark" and "The Destruction of Sennacherib," poems frequently found in courses of study, were among the rejected poems.

Children of the ages of ten and eleven show a preference for strong emotion and vivid action in literature, a preference which continues through the junior high school period. Narrative poetry appeals to the spirit of the growing boy and girl of junior high school age more so than the lyric, because it deals with the doings of men and women, real and imaginary. Most boys and girls will thrill to the patriotism of "Horatious" or to the romance of "The Skeleton in Armor." They like the humor of "John Gilpin" and the stirring adventure of "The Knights of the Table Round." Contrast with these such poems as "Tears, Idle Tears," and "Enoch Arden" or even "Hiawatha," except in parts. The deep emotion of the first two and the redundancy and repetition of the last do not constitute the forward moving style which children like. The heroism of such poems as "The Prisoner of Chillon" and the fascination of "The Rime of the Ancient Mariner" thrill children, if they are properly introduced by good oral interpretation on the part of the teacher.

Children like poetry because of its music as well as its theme. Nonsense verse gives a great satisfaction to older pupils, and it is well, now and then, to read with them their favorites in nonsense verse.

There is a wealth of glorious and inspiring poetry, both old and modern, for boys and girls, and if we bear in mind the preferences of children, the tastes, inclinations and background of our pupils, and present it with an aim to creating an enduring love for it, the teaching of poetry can be made the most delightful phase of English instruction.

MRS. BETHUNE HONORED

The Bulletin is pleased to note the naming of Mrs. Mary McLeod Bethune as one of the "Fifty Foremost Women" now living in the United States, by Ida M. Tarbell, distinguished editor and writer. In naming the women Miss Tarbell said:

"In selecting the list I have used a three-fold measuring rod: ability (1) to initiate or create, (2) to lead or inspire, (3) to carry on. This ruling automatically cuts out women of distinguished achievement who have not yet proved their continuing power."

Editor's Note: Mrs. Bethune is an Ex-president of the National Association of Teachers in Colored Schools, a member of the General Council, and a constructive worker for the association. The National Association congratulates Mrs. Bethune.

PRESENT STATUS OF HIGH SCHOOL EDUCATION

(Continued from page 22)

the help of administrative equipment; that they have large enrollments, over-crowded buildings, and over-worked teachers, I am extremely grateful to the 50% who returned the questionnaire and very charitably-minded to those who still have my stamps.

It may be of interest to have my own estimate from the data as to the standing of the various states on certain points regarding Negro high schools.

From the point of view of teachers' salaries, I would arrange them as follows: Missouri, 1; West Virginia, 2; Kentucky, 3; Tennessee, 4; Texas, 5; Virginia, 6; Maryland, 7; Arkansas, 8; North Carolina, 9; Louisiana, 10; Georgia, 11; Florida, 12; South Carolina, 13; Mississippi, 14; Alabama, 15.

From the point of view of high school libraries, as follows: Missouri, 1; North Carolina, 2; Tennessee, 3; Texas, 4; Arkansas, 5; West Virginia, 6; Virginia, 7; Kentucky, 8; Alabama, 9; Florida, 10; South Carolina, 11; Louisiana, 12; Maryland, 13; Georgia, 14; Mississippi, 15.

From the point of view of supplying industrial and vocational training: Missouri, 1; Virginia, 2; Arkansas, 3; West Virginia, 4; North Carolina, 5; Alabama, 6; Mississippi, 7; South Carolina, 8; Texas, 9; Florida, 10; Maryland, 11; Tennessee, 12; Louisiana, 13; Georgia, 14.

On the matter of taking care of the health of Negro high school students, considering gyms, showers, physical training teachers and cafeterias: Missouri, 1; West Virginia, 2; Kentucky, 3; Tennessee, 4; Virginia, 5; Texas, 6; and no rating for the other 10.

On the matter of providing cultural experience in high schools, including music teachers, art teachers, stage curtains, satisfactory janitorial service and improved grounds: Missouri, 1; Tennessee, 2; West Virginia, 3; Texas, 4; North Carolina, 5; Virginia, 6; Kentucky, 7; with no perceptible choice among the others.

My final word on this whole matter is that we openly admit facts of the kind presented here and inveigh constantly against the injustice of them. Let us appeal to the Rosenwald fund and to other philanthropic funds to offer encouragement to school boards on the specific matter of trained librarians, art and music teachers, gymnasiums and physical training teachers, office clerks for the principals, mimeograph machines, etc. Let us publish facts about Negro teachers' salaries until public opinion is thoroughly aroused at the injustice of them. In short let us make up our minds fully to the fact that unless we challenge the fairness of America on this whole matter, we may look forward to a continuance of these conditions for a long, unhappy day.

GROWTH OF THE PUBLIC COLORED SCHOOLS IN NEW ORLEANS

(Continued from page 24)

Philip: My report is the "Industrial Revolution." I secured my information from the History of the United States by Waddy Thompson and the Essentials of American History by Lawler.

(Philip gives his report.)

G. L.: Are there any comments?

Ans.: Philip, your report was interesting, but too short.

G. L.: Any criticisms?

Ans.: Philip, you said was run for was ran. (The class is amused.)

Philip: I beg your pardon, Fannie, but "was run" is correct, because "run" is the perfect participle of the verb run.

G. L.: Any questions?

Pupil: What is the meaning of the Industrial Revolution, Philip?

Ans.: Industrial Revolution means a change in the industrial world. (The teacher steps in here and helps to clarify doubts and vagueness in regard to the term.)

Pupil: Philip, was one man responsible for the invention of the "spinning jenny," or more than one?

Ans.: James Hargraves invented it, but it was improved upon by Richard Arkwright. (I thank you.)

G. L.: What points do you get from Philip's report?

(The first bell for the end of the period is sounded.)

Teacher: On tomorrow you will review the reports and points secured. The remaining reports from Group 1 will be discussed. Then Group I will take charge. Be ready with additional information on the topics already assigned.

(Class is dismissed at sounding of the second bell.)

—Myrtle Watts, Teacher of History and Civics.
(To be continued in next issue)

TEXAS' PROGRAM FOR THE DEVELOPMENT OF NEGRO HIGH SCHOOLS

(Continued from page 19)

In Texas it supplies the oil to lubricate the machinery to carry out the program I have been discussing. To say it in other words, it is "The power behind the throne." In addition to granting certain gratuities here and there as the merits of the case require, it administers the other Funds mentioned, rendering it possible for the work to go forward.

The entire program is progressing with the co-operation of the State School officers, including the Department of Education, County Superintendents, Superintendents of Independent School Districts and County and local Boards of Trustees.

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College of Dentistry: D. D. S.

College of Pharmacy: Phar. C. and
B. S. in Pharmacy.

SPECIAL FEATURE

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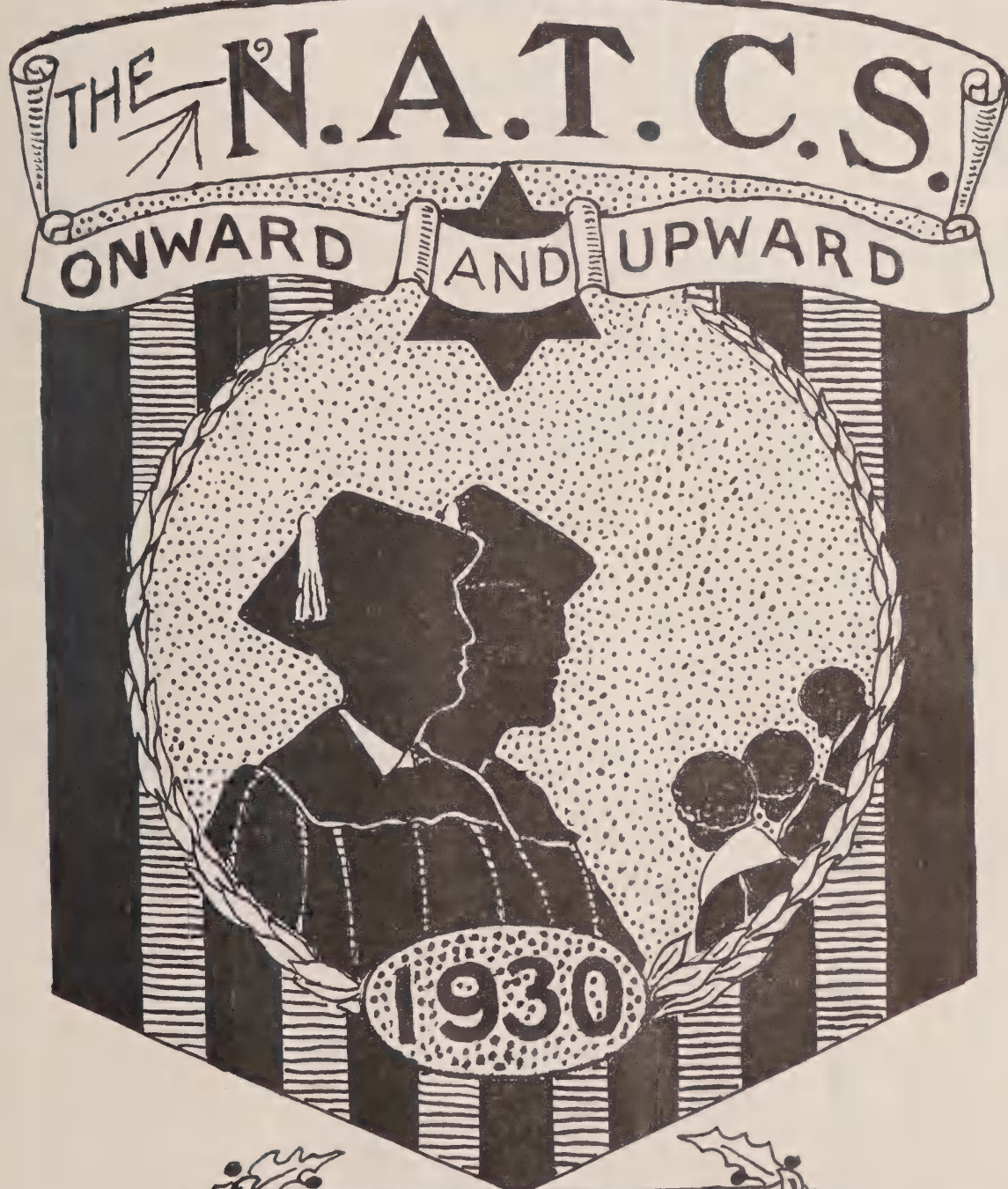
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Official Organ of the National Association of Teachers in Colored Schools

VOLUME XI

CHARLESTON, W. VA., DECEMBER, 1930

NUMBER 3



WISHES YOU A
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•BRICK•

ANNUAL MEETING OF THE N. A. T. C. S., WASHINGTON, D. C., July 28-31, 1931

THE BULLETIN

VOLUME XI

CHARLESTON, W. VA., NOVEMBER, 1930

NUMBER 3

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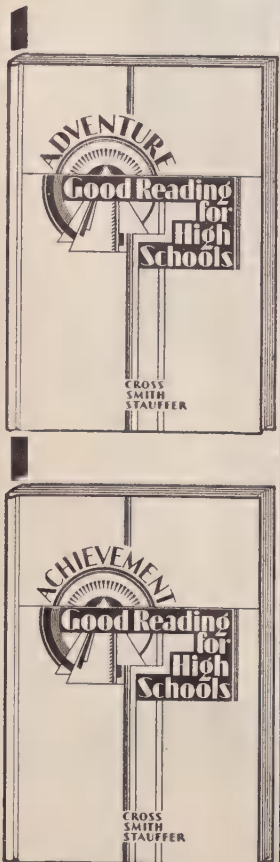
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(Continued on page 25)

THE PRESENT STATUS OF TRADE AND VOCATIONAL EDUCATION AMONG NEGROES—A FACTUAL AND CRITICAL SURVEY

By G. DAVID HOUSTON, *Principal, Armstrong Technical High School, Washington, D. C.*
(Address delivered before the Trade and Vocational Section, N. A. T. C. S., Petersburg, Va.)

When an Act of the Alabama Legislature, during the session of 1880, established the Tuskegee Normal and Industrial Institute, to be guided subsequently by the genius of Booker T. Washington, progressive pioneer and sagacious educator of the Negro race, it created an entirely new philosophy of American Education, which was promptly rejected by a considerable portion of the Negro race, later embraced by the other group of American citizens, and now lauded by American educators as the only functioning scheme of education for the overwhelming masses.

Strangely enough, while the progressive Nordics of America are promulgating the purposeful expansion of trade and vocational education for their youth, benighted Negroes are still enamored of the traditional, misnamed "liberal education," which conduces, in fond reveries, to mythical culture. A recent survey of the study of the Classics reveals the striking situation that the study of Greek today is very largely confined to the colored schools of the South. The status of the study of Latin is similar. While the Negro student is perspiring over his translation of the construction of Caesar's bridge, the white student is learning how to construct a bridge, the like of which Caesar had no conception.

The United States Bureau of Education has been unable to render any material assistance to our enterprise of the present hour, for thus far no study has been made of the trade and vocational institutions for Negroes. The Federal Board of Vocational Education has been able only to point to certain States, with the names of directors of vocational education, who might be able to furnish the information sought. Our information, therefore, is restricted to such sources as catalogues, references in available reports on other phases of Negro education, correspondence with State Directors of Vocational Education, and in some instances direct work from the principal of the institution concerned.

Trade and vocational education for Negroes is found principally in the Southern States, though as far north as Bordentown, N. J., and Downingtown, Pa., successful courses of instruction are in operation. Likewise, in some communities, of the Middle West, efforts, feeble and otherwise, are being made to provide this type of education for the Negro youth. Such education is attempted primarily by schools of secondary standing.

An inspection of the various curricula of such schools reveals the following list of subjects most frequently being taught:

Boys	Girls
Agriculture	Cooking
Automobile Mechanics	Dressmaking
Brick-laying	Plain Sewing
Cabinet Making	
Carpentry	
Printing	
Shoe Repairing	
Tailoring	
Tinning	

In isolated instances, such subjects as plumbing, applied electricity, and architectural drawing, are to be found in the course of study; but the subjects of recurring frequency are obviously those which reflect the demands of the localities served. Herein lies one of the gravest obstacles in the development of trade and vocational courses for Negroes.

However pedantic the assertion may sound, no successful courses in trade and vocational education can be established without an intelligent and active co-operation between the school offering such courses and the community in which the school is situated. Though it is quite true that the education of the youth is not designed for any special community, the starting-point of inspiration must necessarily be in his own community. The school, the prospective employer, and organized labor must work out, in harmony, any successful plan of vocational education.

The vocational world changes more often than the general world. Vocational education, therefore, is more changeable, more flexible, more fluid, if you will, than general education. Vocational education, therefore, must keep in close touch with industry and organized labor, if it wants to function aright. The overwhelming testimony of vocational education experts, who have succeeded with their projects, is unanimous on this point.

Vocational education, properly defined, is that phase of general education which puts major emphasis on the preparation for an intelligent participation in a recognized, profitable occupation (agricultural, commercial, industrial, or home-making). It cannot, therefore, be promoted in disregard of the demands of the community, or in defiance of the adamant principles of organized labor.

This sober truism indicates immediately the double-jointed, dynamic force that is arraigned against the most profitable courses of instruction in trade and vocational education for Negroes. Very few communities throughout the land are ready to concede the same rights and privileges to Negro artisans in the several trades. The assignment of the Negro is ordinarily to the unskilled and menial

occupations. It follows, then, that in communities, in which trade and vocational training abounds, such communities are the least likely to accept Negroes as skilled vocational workers. The attitude of the community is naturally reflected in the courses of instruction.

A few weeks ago, the wave of vocational education rolled into the District of Columbia, as a menacing breaker. Organized labor set out to show that everything was wrong with the existing trade schools of the National Capital, and suggested certain changes for the enrichment and improvement of the trade courses. The excitement reached the stage of requesting the Federal Board of Vocational Education to suggest courses that should be pursued by trade students.

Most ingeniously, this board of experts reserved all the higher branches of vocational endeavor for the white trades schools, leaving the lower branches to the colored trades schools. Colored boys were recommended for training as porters and dining-car cooks, with a few other menial occupations listed for a limited election. Through representative, Negroes were able to force the issue of an equal opportunity in trade training for all the boys of the National Capital, or none at all, the action of the Federal Board of Vocational Education indicates clearly the general attitude of the dominant element in communities, relative to the vocational training of Negroes; and points clearly to the colossal undertaking of the most efficient type of vocational education for Negroes to get a fair hearing.

On the other hand, organized labor, which is a powerful agency of help or hindrance to the vocational courses, if not openly hostile to the higher vocational aspirations of the Negro, is at least not recognizably cordial to the trained mechanic. There doubtless exist communities in which there are noteworthy exceptions, but on the whole, Negro tradesmen and organized labor do not dwell under the same roof.

Largely on account of this adamant attitude of the community, relative to trade opportunities for Negroes, and this reflected attitude of organized labor, trade and vocational courses have been greatly restricted in most of the Negro schools, with the exception of the well endowed private institutions. Consequently, the encouragement is lacking that might ordinarily inspire the Negro youth to become a skilled mechanic to reach the status of the white mechanic.

For this reason, the courses of instruction attempted by the colored institutions are usually most adroitly selected to fit students for their prescribed avenues of industrial activity. In other words, the intensified, enriched, and protracted instruction incidental to the training of the white youth is usually lacking in the schools for the trade and vocational training of the Negro youth, with the exception of such well endowed private institutions as Hampton and Tuskegee.

It is evident, then, that trade and vocational education among Negroes is not, and cannot be, at its

highest state of functioning while it is thus prescribed. These barriers must first be overcome. As a matter of fact, there need be no alarm over any possible dearth of laborers for unskilled tasks. Dr. Fred C. Smith, Professor of Vocational Education in the Graduate School of Education of Harvard University, has shown convincingly how the class of unskilled laborers will always be filled with even more than the class should have. He has shown, furthermore, that of the 290 out of ever 1,000, needed in the skilled occupations, only 102 are making their way there. The demand clearly exists for the skilled workman, rather than for the unskilled, but by the verities of American prescription, the Negro is not permitted to help supply this demand.

Again, it is to be noted that trade and vocational courses for Negroes are customarily provided as accessory to the program of liberal subjects. In fact, with the notable exceptions of a trade school for boys and a similar institution for girls in the District of Columbia, and a co-educational trades school in Baltimore, Md., there is not another purely trades school, supported entirely by public funds, for Negroes in the United States.

It is true that in Birmingham, Ala., there is an outstanding public industrial school for Negro students, but it is left to the discretion of the Principal and the aptitude of the students as to whether classes of not fewer than twelve may be organized to specialize in certain trades, after the first two years. Topeka, Kansas, also has a vocational school, but it appears to be a department within the regular four-year high school. The vocational courses are pursued during three years of the regular high school course. St. Louis is experimenting, this year, with a vocational school for Negroes, but the venture is too recent for material for this discussion.

The usual scholastic training in the trades for Negroes is provided by private or philanthropic efforts, or through prescribed or elective courses in the more or less comprehensive type of institution. Public trades schools for Negroes are virtually unknown, though such schools are numerous and multiplying for white students. Of course, in communities in which there is no dual system, Negroes have access to schools teaching trades.

The supreme reverence still held for the purely information type of education frequently weakens the trade and vocational training in these institutions trying to give both simultaneously. Naturally, it is to be taken for granted that in most communities the comprehensive type of institution is the logical type to establish. Only populous, urban communities can support special types of schools. But in most communities, the practical course that may subsequently translate the training into an income is the type to be stressed. Instead of the traditional academic course plus a smattering of vocational training, it should be the vocational course, first and foremost, with as much of the academic course as is absolutely necessary to make the recipient function aright in his community—to provide at least a livelihood for himself. Only in cases of those who man-

(Continued on page 20)

HEALTH AS A FACTOR IN CITIZENSHIP BUILDING

By A. D. BELTON, M. D., *Delivered Before the Flat Top Teachers Round Table, Beckley, W. Va.*

The most honored appellation which the populous of any Community can bestow upon one of its residents is that of "Good Citizen." Good citizenship implies not only that quality of an inhabitant of a City or Town to appreciate the benefit of all the municipal privileges—but also the ability of functioning as an entity with the Citizenry in creating opportunities and privileges to be enjoyed. A good Citizen is fully cognizant of the needs and aspirations of the Community. He quickly acquiesces in projects designed to be of ultimate good to the greatest number. He abides by the laws and adjusts himself to changing conditions which necessarily come to any community. A good citizen is conscious of his allegiance to his government which in turn protects him, making it possible to be a good citizen.

The power and will to fulfil the ideals of a good citizen depend upon several basic factors: Heredity, environment, training and health. As a representative of the medical profession I have been requested to discuss with you one of these basic factors: "Health, as a factor in Citizenship Building."

I am not like one of these teachers who maintains that the course which he teaches is the most important in the curriculum. The health is a factor, it is not the "all inclusive one," just because I happened to be a physician.

There is a definite and inescapable relationship between health and the ability of the populous to be good citizens. Show me a community with its constituents generally unhealthy and I will point out that such a community is failing to perpetuate the ideals of a good Citizenry.

It is generally conceded that any disease process, mattering not how minor, whether the end results be physical or mental, has its results, not only in lessening efficiency but also in the reaction of the organism to its environment. In order to get perfect service from an automobile there must be the harmonious functioning of all parts. Mal-functioning of any part, mattering not how minor, results in poor car service. This is analogous to the human body. Disease results in sickness because of the unnatural functioning of organs which it creates. If it were not for this unnatural functioning, sickness would not be the results of disease. In other words, disease stimulates the body to set up a compensatory mechanism in order to overcome the disease process. It is this compensatory mechanism which gives symptoms, or sickness. For the good of the disease it is desirable to have ill feelings or symptoms, for such incapacitates the individual, necessitating rest which is necessary for the cure of the disease. If it were not for the ill feeling of disease—the individual would die before the disease was suspected. Though this compensatory mechanism, ill feeling, sickness or symptoms are desirable

things for the disease perse, they are quite undesirable for the perpetuity of a good citizenry.

To be a good citizen one must be able at times, to dissociate his mind from himself; to acquiesce with an opinion for the good of the group. One who is diseased cannot perform this function for his mind is continually molested by his physical symptoms. His organs become the center of his Universe. There is no dissociation of mind from body without marked conscious effort.

The effects of a chronic or long standing disease causes one to become: intolerant, unresourceful, inactive, unco-operative, suspicious, self-conscious and self-centered.

Most diseases elaborate a poison within the system. Such poisons may stimulate or depress the brain. There are cases of early tuberculosis in which the individual's mind borders on that of genius due to the continuous stimulation by the Tubercular poison. On the other hand the amount of poison may be so overwhelming that the individual reacts as a moron. In all such conditions the personality make up of the individual is markedly altered. Such things are inconsistent with good citizenship building.

Though as Negroes, we have made momentous advancement since slavery, the health of our people remains far below par. This to a great extent affects the ability of our group to become good citizens. Tuberculosis, social diseases and diseases associated with filth or improper hygiene are gradually obliterating us from the face of the globe. It is quite lamentable when we become cognizant of the fact that the death rate in West Virginia for Negroes in 1927 was almost twice that of the whites; being 18.1% while that of the whites was only 9.7%. The birth rate shows proportionately a like decrease for 1927. The extreme pessimist may readily say that conditions at present are of such import that ultimate extinction of the American Negro is not inconceivable.

The poor economic status of the Negro, prejudice, ignorance and little or no political power forces him, almost without exception, to live in the undesirable sections of towns or cities. In this particular, he inhabits the hollows and swamp. His houses are usually built without any thought of health or sanitation. The rooms are generally dark, filthy, over-crowded and devoid of proper ventilation.

The out-houses are a few feet from the house, near stagnant water, which is ultimately drunk by the inhabitants from the well. There is no thought given to proper diets. Infants are born into the world in 98% of cases without prenatal care. As you can readily surmise such an environment coupled with the other factors breed tuberculosis and the diseases associated with filth.

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A GLANCE AT THE DEPARTMENT OF RESEARCH, DIVISIONS 10-13

PUBLIC SCHOOLS OF WASHINGTON, D. C.

The Department of Research in Divisions 10-13 officially began its existence during the year 1924. Early in 1924 a teacher of the Miner Normal School was assigned on full time to the work of testing. She was assisted by part-time teachers in the elementary schools. The testing at that time was limited largely to the Mott School, one of our largest elementary schools. The chief undertaking was the organization of an experimental school, but this early beginning laid the foundation for what is now the Department of Research.

The Department is not administrative in character, but fact-finding and advisory. This has been its policy and practice from the beginning. It concerns itself only with finding, interpreting, and reporting facts when requested by the administrative or supervisory officers or by teachers. Peaceful penetration through educational programs is the practical attack.

The following illustrates the educational program on behalf of testing:

1. The head of the department gives lectures, from time to time, to various groups of officers and teachers.
2. During this year each section of the senior and junior classes of the Miner Normal School has spent a period of a month in the department studying the techniques of administration of tests and interpretation of results. During this time the students study the fundamental principles underlying testing, gain a mastery of the elementary statistical operations necessary for practical interpretation of results, and receive some practice in giving tests.
3. Approximately 200 teachers and officers of the school system this year requested that the head of the department give a special course of lectures on the testing movement. The entire course consists of about 10 lectures. It is now in process.

The work of the department may be divided into three distinct types:

- I. **Special studies** of a rather extended sort which are intended not only to give information upon the effectiveness of teaching a particular subject, etc., but to be the basis upon which more general inferences may be made. This type of work is, of course, strictly scientific in the larger sense. For instance, a study was made of the relative effectiveness of teaching 1A pupils reading by the use of print and script. The result was sharply in favor of print and affected decisively the practice in the classrooms.

II. General Surveys

- A. **Achievement surveys** in order to determine the general status in a particular subject or a particular type of instruction are con-

ducted with the assistance of the classroom teachers, who, for several years, have gradually been initiated into administering tests and interpreting results.

The tests are given on assigned dates. They are scored by the teacher, the distribution of the class made out and forwarded to the office of the Department of Research. The distributions are checked and combined into a distribution for the entire city. Percentile graphs are made therefrom and forwarded to each teacher concerned. She then has accessible the distribution and graph of her own class and the percentile graph for her grade throughout the city. With this information she is able to determine roughly the standing of her class with reference to the grade throughout the city and to determine the relative standing of any pupil within her class or within the citywide grade.

- B. **Intelligence surveys** by group intelligence tests are made by the three or four assistants in the department, who have been selected from the teaching staff and especially trained for that purpose. All 1A children are surveyed early in the first semester of their connection with the school system. The results are made available during that first semester for purposes of homogeneous grouping or such other purposes as the advisory and teaching staffs may see fit to use them. These surveys are applied invariably to 1A grades in the elementary schools and to the first year class in the Miner Normal School, and also, generally, to the first year pupils in the junior and senior high schools. As a sort of engineering device for the ready interpretation of intelligence tests, the teachers pretty generally use the Providence Personnel Chart, which graphically portrays the probable steps in educational guidance which should be taken in connection with the pupil.

- III. **Clinical Work.** This aspect of the work deals almost entirely with problem cases, especially the sub-normal children. A child in the school system suspected of subnormality is referred, through the supervising principal in charge of special schools, to the Department of Research. A rather extended study is initiated under ten heads—

1. Physical Examination,
2. Family History,
3. Personal and Developmental History,

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HOW NEW YORK CITY PROVIDES FOR HER HANDICAPPED CHILDREN

Most of the children of a great city are handicapped. The living conditions in the homes wherever massed population exists constitute a serious child menace, and present outstanding difficulties for educational bodies to solve.

New York City has endeavored in every way to keep astride with its rapid growth, and has been successful in its educational departments.

To compensate for the penalties youth must suffer as result of her expansion every effort to provide for the physical and mental welfare has been made for the more than one million children daily attending the public schools.

Seven hundred large school buildings might appear to a stranger, as comfortable, probably well equipped places for the ordinary educating of mixed types of children. They are this, and more, and represent huge tasks of the Board of Education to provide needed capacity and equipment to meet the modern ideals.

Of this million, and more children requiring education about three-fourths are foreign born, or of foreign born parentage. When we understand that these groups of foreigners live in colonies and continue the use of the native language in their homes and social gatherings, it is not difficult to picture the handicap of the pupil and the task confronting those who attempt the education of such pupils. This may be classed as the great problem. Another is family life. The high rents and living expenses, compel a vast number of mothers to assist with the wage earning, daily, away from their homes. Crowded tenements, poverty and vice, are other factors in many of the children's lives which affect the school life of all.

The public schools are not mere educational institutions, but must be social units, community centers, to solve the more pressing problems.

A large school in the Italian section of lower New York will serve as an illustration of the provision the City makes for the school training of her children, handicapped by environment.

Here will be found a principal, two assistant principals, one of whom supervises the higher, and one the lower elementary grades, several clerks and some eighty teachers who have charge of more than three thousand children.

In addition to the ordinary kindergarden to 8B classes will be found two or three "Opportunity Classes" for the mentally deficient and pupils who cannot advance in the regular grades. An "Open Air" class uses a specially constructed room and between its hours of class study, are nourishment periods, when milk is distributed; and a sleep period of one hour. Weak-lunged and undernourished children regain their health here, leave and make way for others.

The rooms for Cardiacs, and the Sight Conservation class provide careful means for bettering the conditions of children there.

For the more recently arrived foreigners an "English to Foreigner" class smooths the way to the regular classrooms.

Large and perfectly equipped gymnasiums on ground floor and roof; bathrooms for boys and for girls, each in charge of a bath mistress or bath master; an immense auditorium, a lunch room with food from a central diet kitchen where for five or ten cents substantial food may be secured, are other features there.

The nurse's department has a trained nurse in constant attendance to whom neglected home aches, pains, cuts and bruises are sent as well as those that develop during the school hours. She investigates carefully any skin eruption, or fever-flush, which any teacher may discover. When not otherwise busy she examines entire classes for general cleanliness and possible physical defects.

In the perfectly appointed dentist's room, a dentist comes on certain days to extract or otherwise care for the teeth of children for whom parents desire to have this service—usually the child's parent is present with him. The nurse often conducts tooth brush drills there for the smaller children.

When the many activities for the offspring are ended, at night the parents and older relatives come to meet the teachers in charge of the "Evening Schools." They are taught elementary branches, English, and have use of the various cooking shop-work, and trade occupation rooms.

Not in all buildings, but in several centrally located ones, some ground floor rooms are planned for crippled children. Free transportation (buses) are provided for pupils in these schools.

Two beautiful school buildings of New York City are those which provide one for the deaf and the other for the blind children. The school for the deaf has enrolled about eight hundred pupils and that for the blind usually registers nearly one hundred and fifty.

In addition to ordinary studies these public schools have trained artisans who instruct these afflicted children in arts and trades which will enable them to become wage earning useful citizens.

Of the High Schools, Continuation Schools, Trade Schools, Teacher Training Schools, and the College and other units, there are too many than to do more than mention. They follow the general plan of complete service to the older pupils which the elementary schools have for the younger ones.

Many school systems of the larger cities give approximately the same service and have similar equipment. But there is one department of the New York schools which is unique.

In 1915 a rather large group of women who had some leisure time and a desire to make the world more attractive for home-bound crippled children, volunteered, as teachers for such children.

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THE EDITOR'S PAGE

The Bulletin

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of Teachers in Colored Schools

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Association News

The National Association of Teachers in Colored Schools is presenting to the teachers of America a program in Negro education that is well worth the most careful consideration of every friend of the Negro. During the past year the Association has been making a critical and factual survey of Negro education in several fields. At the meeting at Petersburg splendid reports were given by specialists who devoted a considerable amount of time in the gathering of data bearing upon their respective fields. Beginning with the October issue, *The Bulletin* has been carrying these studies because of the general interest which they contain. It will continue to carry articles bearing on this critical and factual study during the next few months. No teacher should be without copies of *The Bulletin* containing these important articles bearing on the education of the Negro.

The country has been suffering with serious depression during the past few months. This is reflected in all lines of business activity. On every side there is a sentiment being created for the reduction of expense, cutting of salaries and the curtailing of the expenses of schools. The teachers as a whole are still very much under-paid. They are among the greatest public servants and receive smaller returns from their labor than any other salaried people. This is especially true of the teacher in Negro schools. When ever a movement is begun to curtail expense, it is usual that the schools are the first to suffer because in the main they are supported by direct taxation which is unpopular since the small home owner and farmer feel the burden of such taxes. The National Association of Teachers

in Colored Schools is joining with other agencies in an effort to improve educational conditions among Negroes throughout the country, and stands for thoroughly trained teachers, a living salary and a school term of not less than 160 days. The Association is calling upon the 50,000 teachers in Negro schools to join forces with it by becoming members and thus help carry on the fight for improved educational facilities notwithstanding the fact that there is a temporary financial depression in America. This condition is only temporary, but if salaries are reduced at this time, if school expenses are curtailed, it will be a long time before we come back to the point where we are now. Let every friend of the Negro child, and the white child as well, join in this movement to create a public sentiment that will support the present condition.

The Bulletin has learned with regret of the deaths of Dr. George P. Phenix, President of Hampton Institute, and Professor E. C. Roberts, Head of the Academic Department of Tuskegee Institute.

Dr. Phenix was recently elected President of Hampton, an institution with which he has been connected for a period of many years. His services to that institution and to the education of the Negro were invaluable.

Professor Roberts has been head of the Academic Department of Tuskegee Institute for a number of years. He was instrumental in making the Academic Department of the Institution second to none of the country. In his contacts with students he had the ability to inspire them and stimulate them to do their best. Professor Roberts was an active member of the N. A. T. C. S. He has been present at every meeting for a number of years and in his quiet unassuming manner, wise counsel, cheerful disposition, he did much to promote interest in this organization. *The Bulletin* extends sympathy to the families of these educators who did so much to further Negro education.

The following schools and districts have enrolled 100 per cent in the N. A. T. C. S. for the current year.

James City County Training School, Williamsburg, Va. Prof. R. L. Rice, Principal, Ten Teachers.

Adkin District, McDowell County, Gary, West Virginia. Mrs. L. C. Anderson, Superintendent, Thirty-seven Teachers.

Elkhorn District, McDowell County, Switchback, West Virginia. Mr. R. B. Jenkins, Superintendent, Twenty-one Teachers.

Northfork District, McDowell County, Northfork, West Virginia. F. M. Buckhannon, Superintendent, Mr. J. M. Belcher, Membership Solicitor, Twenty-one Teachers.

Summer High School, Parkersburg, West Virginia. J. Rupert Jefferson, Principal, Eight Teachers.

THE CARE AND EDUCATION OF THE TUBERCULOUS CHILD

TONER HEALTH SCHOOL, *Washington, D. C.*

The Toner Health School has been provided for children of school age who upon medical examination are declared to be suffering from tuberculosis in a communicable form and whose attendance upon the regular graded school classes is restricted. This school serves two distinct purposes: first, the pupils in the regular classes are protected from this communicable disease and, second, those pupils excluded are given a better chance to get well.

The Board of Education and the Health Department of the District of Columbia cooperate in caring for these children, none being admitted or discharged except upon the recommendation of the health officer. All pupils in the Toner School are under the direct medical supervision of the Health Department and when a child has improved so that he is able to go back into the regular class he is then given his "recovery" and returned to a graded school.

The problem in the Toner School is primarily one of health, and consequently, the regular school curriculum is curtailed and modified in order that the health demands might be adequately met and supplied. The increased enrollment and daily demand for admission of children to the health school, on the part of parents and others, is indicative that the benefit of the health school is being appreciated and better understood by the community. More pupils have applied for admission to the Toner School during the current school year than it was possible to care for.

Land has been purchased and the Congress of the United States has made available an appropriation of \$160,000.00 for the erection of a modern school and sanatorium for tuberculosis children which will take the place of the Toner School.

The present structure, an eight room elementary school building, is devoted entirely to the care and education of tubercular children. A staff, consisting of a teaching principal, two other teachers of academic and occupational handwork, a matron, a dietitian, a cook and an engineer-janitor, devote full time to this work and supply the daily needs of the children. Weekly visits are made to the school by teachers of household, manual and fine arts, music, physical education, elementary science and visual instruction. Nutrition clinics are conducted weekly in cooperation with the school's physician and the Association for the Prevention of Tuberculosis of the District of Columbia. Parents of the children are encouraged to be in attendance at these clinics.

The school has three classrooms, four rest rooms, and a combination dining room and kitchen. The windows are equipped with glass buffers to prevent draughts and are always kept open in order to allow for a temperature of between 50 and 60 degrees, preferably 55 degrees.

Bus transportation to and from school is furnished all pupils attending the health school.

The children have a luncheon at 10:00 A. M. of whole wheat bread and butter, and a half-pint of milk; a regular dinner at 1:00 P. M., consisting of a meat or a meat substitute, a green and a starchy vegetable, brown bread and butter, and a dessert and milk, and buttered bread is given to those children who are mostly in need of nutrition at the end of the school day.

All pupils have two rest periods daily, one in the morning and another in the afternoon. Pulse and temperature are taken and recorded twice each day and weights are ascertained, registered and charted weekly.

The general program aims to emphasize the three principal factors in health treatment, fresh air, nourishing food, and rest. Academic work, occupational therapy, supervised play, and recreation are correlated and integrated with the health program.

Sixty pupils can be adequately accommodated in the Toner School. The enrollment, however, has been allowed to extend slightly beyond the sixty mark in order to help a greater number of children and simultaneously to keep the average daily attendance within the limit of the school's normal capacity, with a guarantee of adequate care and treatment for each child.

Energy and the Pupil

By GEORGE W. BLOUNT, *Field Secretary, Cheney Training School, Cheney, Pennsylvania*

Energy is capacity for performing work and accomplishing results.

Some pupils in schools, some men of great ability in the world, often fail to make progress because they lack energy. Plainly speaking they are lazy.

Laziness is not always voluntary. It may be caused by ill health, improper diet, or heredity.

A pupil or a man of great natural energy is a self-starter, whereas one of low energy or low gear has to be kicked or cranked into action. He may lack ambition, vision and keen perception, but he lacks will power and that inner drive. Usually he knows that he should reform, but he seldom does snap out of low gear into high of his own volition.

Parents and teachers should not scold children if they seem to exhaust with constant bouncing in and out of doors. If they possess energy they are very lucky and we should feel very much relieved. We should use our own intelligence to steer their seemingly misdirected energy into channels where it may intelligently be used. Such a combination will help make them successful in whatever they attempt in life.

INTELLIGENCE IS THE MEASURE OF ONE'S ABILITY TO ADJUST HIMSELF OR HERSELF TO NEW SITUATIONS IN TERMS OF PAST EXPERIENCES.



Ezra C. Roberts

Born March 14, 1871 Died October 17, 1930
 Director Academic Department Tuskegee Institute

Ezra C. Roberts was born March 14, 1871, in what is still known as the Roberts settlement in Hamilton County, Indiana. He was graduated from the Kokomo Indiana High School in 1888 as an honor pupil. He received his degree from Butler College at Indianapolis in 1898. After finishing college he taught for a few years in the Indianapolis schools. In 1906 he came to Tuskegee Institute as a teacher of History. Within a few years he was made director of the Academic Department which position he was holding at the time of his death. He was an effective force in the development of the education and the training of thousands of students at Tuskegee Institute for the past twenty-four years in the regular school session and in the Summer school. He was a valuable member of the Alabama State Teachers Association and ably represented Tuskegee Institute in the Councils and deliberations of the Association. In the passing of Professor Roberts Tuskegee Institute has lost a valuable and faithful worker and Negro education in Alabama has sustained an irreparable loss.

Surviving are Mrs. Amelia Roberts, teacher of physical culture at Tuskegee Institute, a daughter, Catherine, who is a student at Talladega College, and the father and a sister, who are residing at Kokomo, Indiana.

The School Nurse

By JEANETTE M. MOSBY, R. N.

A well trained school nurse must have a good educational background, power of observation, good judgment, and the development of a conscience that lifts her services above the level of ordinary labor to the professional plane.

She must be sympathetic at all times and be able to deal with people at their worst as well as at their best. Tact is needed in dealing with people—young or old, sick or well. She must have the ability to discover disorders of mind and body; to know the child; to be able to make an intelligent record for the doctor.

The nurse is interested in restoring the weak to health, in bettering their environment and improving sanitary conditions of the home and community.

She is a link between school and home and often brings about a better understanding between parent and teacher.

Personal health of the school nurse is characteristic. She is an example of health and radiates it in her activities. She is noted for her endurance, self-reliance, poise, initiative and well regulated conduct.

In all schools where there is a nurse her services are indispensable. She is absolutely essential to good health. She is a co-worker of the doctor in school service, both working for the betterment of the health of the children under their care. She also cooperates with other health agencies of the community. This duty she performs naturally and cheerfully.

She helps direct the personal health of the teacher and pupil. In the course of the routine inspection she often finds numerous occasions for giving short health talks, thereby strengthening what the teacher has already said. Her best teaching however lies in her daily contact with individual teacher and pupil. Here she is able to point out the defects that have been noted in the doctors examination and explain the relation of these defects to the present and future health of the individual, stressing the need of correcting them. She assists in having these corrected, urges the mal-nourished child to gain weight. The child with poor posture and defective vision gets her especial care. All of these she leads along the road to health and happiness.

The school nurse deals most intimately with the child. She is the one who gives first aid, and helps the school physician with medical examinations. The child comes to her in his difficulties and troubles. She gives her time and talent to the adjustment of these children; to routine work and play.

In the high school her social functions achieve the greatest dignity impressing young men and women by her interest in ideals of healthy living.

She carries the health programme into the home, making such explanations as may be necessary, by her mode of approach, her sympathetic understanding, her willingness to help and her knowledge of what to do. She makes for herself a place in the home and community.

PRESENT STATUS AND NEEDS OF TEXAS RURAL SCHOOLS FOR NEGROES

By V. E. DANIEL

Bulletin No. 111, Agricultural Series, No. 28 (May 1926) states:

"Until a few years ago there were few rural public schools open to the Negroes beyond the first three or four grades of elementary school work. These schools were usually conducted in some abandoned farm hut, church, or lodge hall which had poor lights and seats and very poor facilities for heating. The school term was short, the attendance irregular, and the pupils were over-age. The teachers were poorly paid and inadequately prepared for their work. There was very little effort on the part of the public school officials to give any kind of supervision to these schools.

"Conditions are rapidly changing, and one now finds in many rural sections of the South elementary public schools of six to eight grades, being conducted in modern school buildings with all of the modern conveniences, and with trained teachers in charge. The school term has been lengthened and the attendance is more regular. However, it is going to take several years to bring about all of the desired changes necessary for an up-to-date elementary school system for the rural negro children of the South."

The present report is one that would be much more thorough-going if it were possible to put in the time required in employing the following methods suggested for study:

1. Listing and reading of former studies.
2. A study of the statistics contained in these studies.
3. Preparation of rating scale to be used in the study of the actual situations in the rural schools for Texas Negro youth.
4. Arranging for strategically placed assistants.
5. Personal investigation of conditions in a few well chosen samples suggested by assistants or by the state agents.
6. Arranging for the gathering of material to supplement that obtained in making observations on the basis of the rating scale.
7. Comparison of findings with those of state agents and with that obtained from Prairie View summer students by Dean Greene.

Bulletin No. 212 of the Texas State Department of Education (October 1926), prepared by Messrs. Bludworth and Taylor, points out the following salient features under the head of improvement:

1. Erection of modern buildings.
2. Improved equipment.
3. Selection of better prepared teachers.
4. Introduction of industrial and vocational work into the courses of study.
5. Longer school terms.
6. Increased salaries for the teachers.

7. Increased interest in the improvement and beautification of school grounds.
8. A broader and more practical course of study, including instruction in sanitation, health, and correct living standards.
9. The marked decrease in Negro illiteracy—from 24.6% in 1910 to 17.8% in 1920.

Because of inadequate support the findings reveal that the following conditions make the rural school situation rate far below a satisfactory standard of effective service:

1. Terms are too short for efficient work.
2. Teachers are ill-prepared for the work.
3. Classrooms are overcrowded.
4. Classrooms are woefully lacking in essential equipment and supplies.
5. Many schools are housed in buildings wholly unsuited to successful school work.

This bulletin also lists general causes of the backward condition of Negro schools in rural Texas as:

Inadequate supervision.

Improper housing and lack of adequate equipment. The failure of local school officials to employ competent teachers to provide essential equipment and supplies.

Irregularity of attendance.

Hopeful signs mentioned are:

1. More attention to supervision (on part of superintendent or local school officials).
2. Local trustees' attitudes toward a more just distribution of school district funds for maintenance making possible—
 - (a) Longer terms,
 - (b) The employment of competent teachers at a living wage,
 - (c) The improvement of school housing conditions.

It will be our attempt to discuss in detail some of the features that were so well outlined by the state officials who were responsible for the material published in Bulletin 212.

Buildings and Equipment

In the Texas Educational Survey report, volume 1, page 273, it is reported up to June 30, 1924, that there were 160 Rosenwald buildings including 154 rural school houses and six teachers' houses.

"The type of building which the Rosenwald Fund assists in supplying for Negro schools is modern in every respect, but new buildings of the old, inadequate box-car type with windows on three or four sides, are apparently as frequently erected as new buildings which follow the Rosenwald plan. The condition of the school plant in the matter of both buildings and equipment indicates that there is a

great deal of neglect in providing for the material needs and comforts of the Negro children."

The following additional statistics from the report of the Texas Survey Commission are painfully illuminating:

"Of 223 schools visited in nine typical counties, thirty-two were taught in churches, lodge halls or cabins, while only 19 per cent were taught in school houses that were in any sense modern, 9 per cent being Rosenwald schools. Eighty-five per cent were without hall, vestibule, cloak-room, industrial rooms, or any other such rooms. Seventy-five per cent were unpainted inside and sixty-four per cent unpainted outside. Seventy-five per cent, no playground equipment. Eleven per cent, no toilets. Thirty-seven per cent, only one toilet. Nineteen per cent, toilet in good repair. Three per cent of 223 schools had janitors. Sixty-six and two-thirds per cent, no facilities for bathing the hands. Sixty-six and two-thirds per cent, pail and dipper."

Enrolled in the nine counties, 17,235.

Seats found in the nine counties, 10,046. Thirty-six per cent of these were in poor condition.

Thirty-five per cent, no teachers' desks.

Thirty per cent, not even a chair.

Thirty-nine per cent, blackboard supply inadequate.

Forty per cent, no crayon.

Two hundred fifteen of the two hundred eighty-six classrooms had no library.

Seventy-eight per cent of the two hundred eighty-six classrooms were without a globe, a dictionary, maps or charts.

Two-thirds of the children were without writing material or rulers.

Thirty-eight per cent had not even textbooks.

Lighting, heating, ventilation inadequate.

The twenty-fifth biennial report of the State Department of Education, 1926-1928 No. 251, January 1929, page 137, gives the following statement:

"Up to June 30, 1928, there had been built in Texas, 382 buildings, consisting of 354 schoolhouses, 21 teachers' homes and 6 shops, costing approximately \$1,543,796. Add to this number 16 rooms that have been built to Rosenwald houses already standing and the aggregate number of Rosenwald projects in Texas is 398. This represents 69 counties of the State."

By April 1, 1930, 493 Rosenwald buildings had been erected. Of these, 426 were Rosenwald school houses, 26 were teachers' homes, 18 were rural shops and 23 were additions to Rosenwald buildings.

Not only do we find an improvement in the buildings that are being used for the rural schools, but the equipment is also being improved. The writer has just received the following 1929-1930 report from Mr. Bludworth, of the State Department of Education:

"Rural Scholastics	103,734
Desks	49,314
Trucks	6
Libraries	213
Total Volumes	15,175
Home Economics Equipment.....	10,295
Vocational Equipment	8,303

Teaching Personnel

"The Texas Educational Survey Report, Volume 1, Table 24, pages 194 and 195, indicates that about half of the women in the smaller schools come from the country, 37.7 per cent from the small towns, and only 7.9 per cent from the cities. An even larger per cent of the men come from the country.

"Data given as to the occupations followed by the fathers indicates that they are largely rural. The fathers of 65 per cent of the men, and of the same percentage of the women in the common and the smaller independent district schools are engaged in agricultural pursuits.

"The Negro rural schools of Texas do not suffer from being manned by "a mob of mobile maidens meditating matrimony," to the degree that some of the other schools of the country suffer.

"The median present age of the women (Table 26, p. 197) is 28.4 years, three and a half years greater than that for white women teachers. Yet the age at which white and colored teachers began teaching is much the same. Colored men teachers are, on the average, about eleven years older than white teachers, though the median age at the beginning was only one year more for colored than for white men. This would indicate that the colored teachers continue longer in the teaching work than do white teachers, a fact that is confirmed by data in Table 27, (p. 197) where the median number of years taught by colored men and women is shown to be 14.4 years and 7.9 years, respectively. The corresponding figures for white teachers are 5.2 and 5.3 respectively. However, since the difference in age is so much greater than in teaching experience, it seems that colored teachers must teach more intermittently than white teachers. That colored teachers continue to teach longer than white teachers must result from the facts that the work offers more attraction relatively among the Negroes than among the whites, that there is less severe competition for places, owing to the prevalent lack of education among Negroes, and that colored women teachers more generally continue to teach after marriage than do white teachers. The ratio between the figures in Table 27 for teaching experience in years and in months shows that these teachers have been teaching an annual term one month shorter than taught by white teachers."

We note that some of the administrators express difficulty in obtaining well qualified teachers. It seems, however, that the difficulty is caused either by a low salary-scale or lack of cooperation between the colleges and the superintendents. One of the leading Negro colleges of Texas finds that it has furnished teachers for the public school systems of Chicago, Illinois; Gary, Indiana, including one principal; principals for Greensboro, North Carolina; Shreveport, Louisiana; Hattiesburg, Mississippi; McNary, Arizona, and other teachers in the public schools and colleges of Oklahoma, Meridian, Mississippi; Louisiana, Arkansas, Florida, Georgia, Kentucky and Tennessee. It is hoped that it will be possible to obtain teachers to fill other needs by

(Continued on page 22)

THAT UNTRAVELED WORLD

By OCTAVIA BEATRICE WYNBUSH, *Philander Smith College, Little Rock, Arkansas*

One September morning shortly after the opening of the fall quarter at a state school, it fell to my lot to introduce a class of high school freshmen to their first classic. I say first advisedly, because several members of this particular group came from schools where little or no time was devoted to the study of literature. At the conclusion of my remarks, I asked for questions. Instantly a hand shot up, and a girl asked, "Why do we have to read this stuff?"

Her question, as rude and as crude as it sounded, was evidently very pertinent, for among the covertly amused glances, the surprised exclamations, and the half-suppressed titters, there were many sighs of extreme relief. Some of the youngsters turned to their classmates with expressions of audible thanks written on their faces. She, the courageous, had asked the question which was troubling their own minds.

Together we tried to discover the reasons for reading the class of writing dignified by the term "literature." At the close of the hour the young woman who had startled the class professed an understanding of the reasons underlying the reading of this type of writing. I have often wondered if she really understood, or if she said that she did merely to satisfy the class and the teacher.

Be that as it may, her question raised another in my own mind. How many boys and girls and adults, too, are asking themselves the same question, "Why should we read this poem, this novel, this bit of biography"? It is with an idea of answering this question that this article has been written.

The study of a poem, a novel, a biography or of any piece of writing which portrays the best feelings of an individual, a race group or a nation opens a new world of experience, a world of undreamed wonderment, a world hitherto untraveled.

There is in the most prosaic of us a streak of adventure, a desire for new sights and sounds, a longing for new worlds to conquer. In this present day we are denied the shining armor and the prancing, richly caparisoned steeds of the brave knights of old; we are deprived of the glory attendant on a successful search for the Holy Grail, or the rescue of a fair maiden from a horrible death. We are not permitted the thrill of traveling through shadow-lined forests where every dropping leaf or swaying bush makes our hearts quake with the exquisite fear that Robin Hood and his outlaws are about to spring from some ambush, nor are we permitted to stumble upon fairies engaged in their prankish mid-summer eve rites.

Yet there is an avenue of escape from the ordinary routine of life. It is by the way of books—by way of the great mass of writing which has stood the test of time. Written by men and women who have been gifted by the gods with the power of feeling intensely what the rest of us feel mildly,

and who have been endowed with the ability to transmit their emotions to us through the medium of language, this mass of literature contains material suited to the needs and the tastes of all readers. The adventure-lover suffers and rejoices with Robinson Crusoe and his faithful Friday, hides among the caves and mountains of Scotland as an outlawed sympathizer with a banished king, or listens to the booming of the surf on a lonely deserted isle where pirates search for buried treasure. The lover of mystery shudders at clanking chains, mysterious voices, and softly-closing doors impelled by invisible hands. One who likes to live over his own past, recalls his first leave-taking of home and parents as he reads David Copperfield. Another reader rises to the sublimity of supreme sacrifice with the reclaimed degenerate of *A Tale of Two Cities* and closes the book with a sigh because there is no such sacrifice for him to make. The reader who is in love with love lives vitally in the experiences of Jane Eyre and St. John, Richard Fernald and Lucy, Phoebe and Holgrave.

It may be, however, that the reader does not care to find his way out of the work-a-day world by the route of the novel. He may want to know more about the actual conditions under which people lived and fought and died in by-gone ages. Then his new experience comes through history. He turns the flight of time backward and moves with Herodotus, Xenophon, or Thucydides among the Greeks, the Persians and the Babylonians, admiring the culture and the patriotism of the Greeks and wondering at the barbaric splendor of the Persians and the Babylonians. Tacitus, too, stands ready to lead the reader through the kaleidoscopic scenes of Old Rome. One is sickened by the horrors of civil strife, blinded by the colors, and bewildered by the tumult of sound and the carnage attendant upon Vespasian's march on the Eternal City.

For history that is as entertaining as any novel, one may select Carlyle's French Revolution. The young reader will enjoy *A Child's History of England* by Dickens. William Prescott, the American historian, wrote in a style whose simplicity and ease remind one of Sir Walter Scott. In reading *The Conquest of Mexico* one finds himself sweeping along with the cavaliers, raising their war-cry and slashing with them right and left among the enemy.

Having broadened his knowledge of historical events and having become more familiar with the customs of other centuries, the wanderer into new and hitherto untraveled paths may wish to lose himself in the experiences of some one individual. Let him turn to biography. For a first-hand, intimate study of one of the most eccentric characters that ever shaped the destiny of English letters, *The Life of Samuel Johnson* has yet to be surpassed. After reading the book, one looks up from the last page with the expectation of hearing Johnson's voice

booming out with a "What, sir," or a "Well, sir," or of seeing his ungainly form vanish into the dimmest corner of the room.

Lytton Strachey, a modern biographer, writes in an entertaining as well as faithful manner of Elizabeth and Essex and of Queen Victoria. The charm of Strachey's writing lies in his skill in making the dry bones of history become flesh and blood. That which in the hands of a less skillful writer would be a mere skeleton of dates and related facts becomes a moving, invigorating piece of literature that holds the attention as firmly as any novel.

For autobiography told in the simple, direct, forceful style, that of Benevenuto Cellini holds the reader spellbound. Cellini's life stands out like the central figure against the vivid, colorful, tempestuous life woven into the tapestry of the Italian Renaissance in art, when that renaissance was at its height. The account of Booker T. Washington's eventful life is a challenge to every boy and girl of this present generation. Benjamin Franklin's straightforward story leads one into a world of ambition, determination and success. Chateaubriand, the father of the French romantic revival, delights one with his *Memoirs*.

Autobiographies and memoirs call to mind the diary, that still more intimate account of personal experience. Who does not enjoy Pepy's gossipy, cheery account of the daily life about him? Winthrop's *Journal* carries us into the lives of the sober folk who settled New England. The *Journal* of John Woolman gives deep insight into the gentle, kindly Quaker heart.

For those persons who are not interested in personal accounts like diaries, but who are fired with the roaming spirit, there is the "open sesame" of travel literature. Stevenson, through his *Inland Journey and Travels* with a Donkey directs the roamer into delightful out-of-the-way places. Some of the older books of travel, while not altogether accurate, furnish many lively moments. These books give insight to the quaint superstitions and the droll ideas of the people of one country when they were concerned with people and places wholly unfamiliar. Many modern travel books open vista after vista of experience in untraveled worlds.

For the individual who likes to finish his reading in the minimum of time, there is the short story. This type of narrative is peculiarly fitted to this age in which every one tries to do everything with as much dispatch as possible. Poe offers stories which cover the whole range of mystery and terror. Mary E. Wilkins Freeman pictures the New England of her day, full of timid, faded, futile wives, pathetic old maids, or of women who where duty is concerned are as stiff and rigid and unyielding as the granite hills of their native states. Collections of short stories by authors of all nations offer an endless variety of humor, pathos and tragedy.

For short, informal excursions into the minds of others, one may select the informal essay. In reading such an essay one has the feeling of conversing with the author. The reader pulls up his chair and

spends a lively hour at the fireside of Charles Lamb, listening to the quaintly humorous account of the origin of roast pig, discoursing upon the pleasures which seemed more enjoyable when one's state was not quite so affluent as it is at present, or feeling the undercurrent of sorrow that flows through "Dream Children." If a visit with Lamb is not in order, surely one can drop in for an informal chat with Bacon or Galsworthy.

For those to whom the essay does not appeal, there is the drama. In the tragedies of the Greeks, one watches the force of irony at work. He sees the hero endeavoring by carefully laid plans to avert a curse placed upon him or his household. His very plans bring about the tragedy he tries so hard to avert. Breathlessly and with a sinking heart the reader follows the drama, step by step, feeling at every turn the impotence of a human being when the "gods will otherwise." If more modern tragedy is to one's liking, there is the host of geniuses from Shakespeare with his diverse talent to John Millington Synge with his somber pictures of Irish life.

Humor, from the roistering comedies of remote times to the more refined comedies of today, opens paths of delight to the lover of the less serious side of life. Falstaff and Mrs. Malaprop will always command laughter.

Rich with the entire wealth of the emotional life of the human family is poetry in all its forms. To one whose blood flows more swiftly at the telling of great and marvelous deeds, the virile epics of Homer and Virgil, the stern, martial chant of Beowulf and the *Nibelungenlied* sound their clarion call. Turning the pages of the *Iliad*, one feels the world-old pity for self when he stands with the women around the bier of Patroklos and sees them weep "in semblance for Patroklos, but each for her own woe." The heart leaps at the clash of arms, the flash of bronze and steel, and the strident cry of mighty Achilles as he dashes to battle over the "ringing plains of windy Troy." The enchantress Circe and the sirens allure even while they frighten; the giant Polyphemus excites pity even as he fills the soul with fear; Scylla and Charybdis exert their fatal spell as one wanders with the crafty Ulysses through the maze of adventure in the *Odyssey*.

In the *Aeneid* of Virgil there passes before the eyes the barbaric glory of ill-fated Troy. Heroism, self-sacrifice, pathos, love, victory and defeat are here blended in the perfect harmony which makes life. The tender parting of Hector with his little son, the sorrow of Andromache are as real in the pages of Virgil as it was when it took place centuries past.

For him who likes the action of the epic condensed into shorter form, there is a special appeal in the old ballads. The uncanny genius of *The Wife of Usher's Well*, the fate of Sir Patrick Spens, the tragedy of Bonnie Barbara Allen and Lord Randall still charm and hold the attention. In the three hundred or more old ballads which have come down to us, here is a stirring picture of the beliefs,

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J. W. SCOTT



J. W. SCOTT

Principal Sherman School, Cincinnati, Ohio

For the position of educationist-specialist in Negro education recently created in the United States Bureau of Education and filled by civil service examination, more than a hundred applicants, white as well as colored, sought the place all of whom held the M. A. Degree as a prerequisite. But only twenty-five of these passed. J. W. Scott, formerly principal of the Douglas High School, Huntington, W. Va., but now connected with the school system of Cincinnati, O., was one of the twenty-five who qualified, ranking "fifth" on the eligible list. Mr. Scott is a life member of the N. A. T. C. S. and an active member of the N. E. A. He got his M. A. at the University of Cincinnati, majoring in administration and supervision, after which he travelled extensively in Europe. Dr. Ambrose Caliver received the appointment from the Secretary of the Interior, Wilbur.

Mr. Scott's Teaching Career

Teacher in a one room rural school. Principal of a three room graded school in Montgomery.

Assistant principal of Douglas School, Huntington, W. Va. Elevated to the principalship of the high and graded schools there during which time the faculty increased from seven to twenty-seven, which included an increase from two to twelve high school instructors. In housing facilities the growth was as remarkable. The one eight-room brick was remodeled with a twelve-room addition to take care of the growing high school. Meanwhile two outlying primary buildings were erected to take care of small children. It was his unique experience to organize the community through an allied committee of P. T. A., church, and fraternal bodies to assist in putting across a bond issue of \$800,000 out of which the colored people got a modern high school building erected at a cost of \$180,000. He also submitted with the superintendent's approval the sketch adopted for the floor plans of the building by the Board of Education, and prepared the lists for the equipment of most of the special rooms. The building which was opened in 1924 includes besides class rooms, an auditorium, a library and study hall, two commercial rooms, two laboratories, a domestic art room, a domestic science room, printing shop, manual training and sheet metal rooms, gymnasium, and cafeteria.

Mr. Scott reorganized the school from the 8-4 plan to the 6-6 plan with a Junior and Senior High School which then enrolled 200 students. Under his principalship the high school was classified as a "first class" high school by the State Department of Education and its graduates have been admitted on their credits not only to Negro colleges but also to Northern white colleges as well. Long before this classification, however, the school graduated its most distinguished alumnus the historian, Dr. Carter G. Woodson. The school became a member of the North Central Association in 1926. Under his principalship too, the first Parent-Teacher Association in the city was begun and the first school saving bank instituted.

Mr. Scott was twice appointed by the State Superintendent as county institute instructor and once as English teacher in the summer school of West Virginia State College. He was chairman of the State Teachers' Association Committee which worked for the bill establishing the college. He has served as president of the State Association and as vice-president of the National Association of Teachers in Colored Schools and is at present a member of its Executive Committee. He is also an active member of the National Education Association.

Mr. Scott holds his bachelor's and Master of Arts degrees from the University of Cincinnati and has traveled in England and on the Continent of Europe observing educational progress.

Returning to the States he took up his new position as principal in one of the public schools of Cincinnati three years ago where he is at present employed. In this capacity he has had the opportunity to study at close range one of the largest as well as one of the best organized public school systems in America.

Membership Campaign

The campaign for membership in the National Association of Teachers in Colored Schools is in full swing. Teachers in every section of the country are taking a keen interest in this effort to increase memberships in the Association, so as to make it a more potent influence in the Education of Negro youth. A serious effort is being made to reach the twenty thousand membership goal set for this year. This organization exists primarily, and essentially for the Education of the Negro Youth. There is not a more conscientious group of people in America than the Negro teaching group. Thousands of them are attending summer schools taking extension and correspondence courses each year, in order to acquaint themselves with the newest and best methods in teaching and to develop a more effective teaching technique.

The Association is conducting a contest for memberships offering valuable prizes to those teachers who secure the largest number of members between now and May 1st, 1931. Those who have entered are:

Mrs. Patricia M. Ewell, 620 Clifford St., Portsmouth, Va.; Mrs. A. M. Ware, Box 353, Crockett, Texas; Miss L. M. King, Box 41, Bramwell, W. Va.; Miss Willie M. Anderson, R. E, Box 112, Drewry, Ala.; Mr. John R. Hutcher, Jr., Redenburg, Ala.; Miss Hattie M. Davis, 2605 E. Michigan Ave., Tampa, Fla.; Miss Ellen Cogdell, P. O. Box 211, Jesup, Ga.; Miss Pearl Tasker, 4218 Gen Ogden St., New Orleans, La.; Mr. James N. Moody, Port Allen, La.; Mrs. J. V. Allen, P. O. Box, 225 Linden, Texas and Miss India Hamilton, King Williams, Va.

As the contest has just begun it is not too late for other teachers to win a scholarship or trip to the Washington meeting.

Full particulars with respect to this contest may be obtained from Wm. W. Sanders, Executive Secretary, Box 752, Charleston, W. Va.

Pedagogical Observations---Home Spun by an Ex-Hoosier School Master

By CHARLES B. AUSTIN

In the beginning, two bricks of pork sausage and the usual breakfast pan-cake made the educational world to appear without form and void.

A blue Monday morning clings like a brother unto a pink Sunday night.

He that delights in hugging to his bosom a substitute for punctuality hopes for a yard stick four feet long.

When father at the supper table boasts of what he did to his teacher once upon a time, Junior arises early in the morning and puts on the whole armor of determination in his desire to go to thee and do likewise. Verily, the problem of adult education thou hast with thee perennially.

With the adult it is not so, but the average member of the intermediate class knows a bluffer from afar off.

If thou teachest with the tongue of a man and an angel, and cum laude degrees are after thy signature, and thou hast not the love of children, thou hast to cultivate yet an essential.

Behold a majestic personage, instructing thee in pedagogical procedure. He is ballasted with all learning and making spray of the very waves that threaten to capsize thy frail teaching experience. Fear not, such an one hath some place a little tug of a woman who with much puffing will warp him in nearer terra firma.

A certain portion of the best teaching, like the accident, happens where it was not expected.

A lecture is like unto a funnel which is used in process of pouring in: but a question period is like unto a pump which brings from the lepths.

If guidance requireth a day, then instruction needeth an hour and inspiration a second.

He that strives everlasting to implant fear, shall be everlasting afraid.

Their cups runneth over when the pupils discover that thou art human.

Put not thy trust into any passport which guarantees thee safe passage in the realm of pretense.

Of a truth, the youngest child in the class observes the outward appearance of the teacher, even unto the button missing from his waist-coat.

Wear not the largest gems upon thy gesticulating hand, lest the daughters of the Gentiles attempt to match them at the five-and-ten.

And with all thy pedagogical understanding get wisdom: and neither see nor hear many things which transpireth.

He who tells it all in one lesson is like unto a man at a filling station who engageth in conversation and forgetteth to look at their air guage.

There abideth in the intellectual anatomy a wish-bone, a jaw-bone and a back-bone, but ye shall in no wise make of these interchangeable parts.

The class, as all social groups, tends to be like unto a pie with an upper crust and a lower crust and that which goeth in between. The pie answereth to the name of the filling.

Indirection is the shortest way home for the obvious moral.

REPORT ON HEALTH PROBLEMS IN THE NEW ORLEANS COLORED PUBLIC SCHOOLS

(Continued from last Issue)

During the winter of 1929-30 each principal made a survey of his school and its community. A special committee compiled the reports and submitted the results to the Orleans Parish School Board. The School Board is working on the problems which require medical attention and better school facilities. The classroom teachers are working on a tentative program until the one now in formation is adopted. Their program, under the direction of the classroom supervisor, is **CORRELATING HEALTH WITH THE OTHER SCHOOL SUBJECTS.**

Health Problems of the New Orleans Colored Public Schools

I. To Provide for the Normal Bodily Growth and Development of Pupils (Based upon the Sixteen Health Rules in Order That Correct Habits, Attitudes, Appreciation, and Knowledge of Good Health May be Secured by Each Child.)

A. Factors influencing development.

1. Cleanliness.

a. Personal Cleanliness.

Face (eyes and nose)
Teeth
Hands and nails
Hair
Neck
Ears
Dress (clothing).

b. Classroom Cleanliness.

Janitorial phase

Furniture
Boards
Floors
Walls
Ceiling
Stove—radiators.

Teacher-pupil phase

Neatness of desk (inside, outside and around)
Neatness of floor
Neatness of room
Appearance of books (inside and outside).

c. School Cleanliness.

Buildings and grounds
Beautification of grounds.

d. Community Cleanliness.

Disposal of garbage
Sewerage and drainage
Streets and crossings
Homes
Public places (restaurants, groceries, theatres).

2. Foods.

a. Kinds.

Solutions to the Health Problems of the New Orleans Colored Schools

1. Cleanliness.

- a. Daily inspection by classroom teacher.
Daily inspection by pupil committee.
Giving actual demonstration of hand-washing, nail cleaning, brushing teeth, brushing hair, polishing shoes, etc.

Personal conferences with pupils.

Notes to parents.

Cleanliness posters.

Making use of material furnished by Cleanliness Institute, Colgate Company, etc.

Songs, plays, dramatizations and readings.

Cleanliness survey of school room by teacher; by pupil committee.

Proper toilet articles exhibited.

Furnishing individual paper towels.

Provision of seasonable clothing for needy children by parent-teacher organization.

Supplying material by civic organizations and making of garments by evening school classes and girls' clubs.

- b. Care of boards, desks and floors by pupil committee.

Demonstration on cleaning erasers, cleaning boards, watering plants, keeping the floor clean, etc.

Rating classrooms by pupils, classroom teacher and principal for cleanliness.

Motivation of work through songs, stories, plays.

- c. Cleanliness survey of school by teacher.

Cleanliness survey of school by pupil committee.

Cleanliness survey of school principal.

Visiting well-kept schools, using them as a standard.

Launching campaign for cleanliness of school yard, toilet, hall, basement (one at a time.)

Enlisting sympathetic cooperation of pupils through actual participation, through reading, through stories, through songs and plays.

Securing aid of Garden Supervisor.

Taking part in Arbor Day and the School Garden Contest.

- d. Enlisting pupils in homes to put out garbage can daily.

Enlisting pupils to remove rubbish from yards regularly.

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THE PRESENT STATUS OF TRADE AND VOCATIONAL EDUCATION AMONG NEGROES— A FACTUAL AND CRITICAL SURVEY

(Continued from page 6)

ifest unmistakable symptoms of probable success in college, should this formula be reversed.

Though open hostility between the academic and the vocational courses under the same roof may not always be discernible, there always lurks a veritable danger in trying to correlate the two as component parts of the student's education. Not even the outstanding institutions venturing the combination are free of this danger. Teachers academically trained seldom sympathize with any other course of study than the liberal arts. They are very likely, either consciously or unconsciously, to maintain an attitude that is not especially advantageous to the vocational point of view. Even in counseling, the academic adviser is likely to feel that the only objective adviser is likely to feel that the only objective for the student of outstanding mentality is the academic college, whereas entrance into the gainful occupations is too frequently pointed to the student of inferior mentality.

Not until the trade and vocational courses attract students of encouraging mentality, can such courses become most effective. Trade and vocational courses should not be made the dumping-ground for the mentally unfit. Too many teachers of purely academic subjects take this unfortunate view, which in turn is transplanted in the impressionable youth. A real weakness, therefore, lies in the combination of the two courses on an apparently equal basis. The institution should be made predominantly vocational, with an unmistakably vocational atmosphere, if it is really to accomplish a vocational objective. The present practice, in instances of the vast number of schools offering such training, is decidedly against efficiency.

Regardless of the type of trade and vocational education sponsored by any institution, the efficiency of the undertaking depends fundamentally upon the equipment of the institution. It is mere folly to teach boys to paint automobiles with brushes, while modern industry is employing the spraying-gun. The instruction may prove of some service to the boys in their private ventures, but they are certainly not prepared to compete with the modern workman trained to use the spraying-gun. Likewise, the boy whose training in cabinet-making is limited to the old time manual processes, by which he aims to make the piece in its entirety, is likely to be lost in the factory, where modern machinery, together with the highly specialized division of labor, is revolutionizing modern industry.

For obvious reasons, only the most outstanding private institutions for Negroes can support and frequently augment adequate equipment for expert training in the various vocations. It is questionable if a vast majority of vocational schools, regardless of the color of their constituency, can keep pace with the changing machinery of actual industry. This age

of the iron-horse requires recurring changes in machinery. By the time that the vocational school installs a much needed and customarily expensive piece of machinery, that particular type may become antiquated or obsolete. It is financially, if not humanly, impossible for the vocational school to vie with industry in keeping the equipment modern in order that the graduates of the school may be experienced with the machines that await them in the industrial world.

Insofar as information is available, the Negro institutions, offering trade and vocational courses, function with impaired efficiency, for lack of the equipment that corresponds with that of modern industry. Though the courses are listed in large numbers, the administrators of such institutions are loath to advise that their equipment keeps pace with that of the industrial world. Whenever there has been a hopeful answer to the query relative to equipment, it has always referred to the equipment for agriculture, which vocation seems to be the best established in the Negro schools. The agricultural supervisor of one State writes that due to the assistance received from the Julian Rosenwald fund, the equipment of the colored schools is **adequate**. No such optimism has thus far characterized the mechanical vocations.

The lack of equipment is not peculiar to the colored institutions. White institutions, as well, if they are supported by public funds, have the same situation to face; but such schools can always supplement their equipment through the use of that in the community industries. The most progressive school systems are making use of the part-time arrangement, whereby students in trades spend a part of their school day in the shops of the community, where they learn and receive the use of many tools and machines which their own school cannot support. This part-time system is seen at its best in the States of New Jersey and Pennsylvania.

Only in rare instances, do the communities in which the colored schools are situated offer the colored vocational students identical opportunities. The shops in which such students may gain experience, if they are admitted at all, are very likely to have inferior equipment; and the students' labors are more likely to be restricted to the menial duties than to this modern apprenticeship training. Until business and industrial enterprises multiply among the Negroes themselves, this valuable part-time arrangement, which is actually helping to solve the problem of equipment, can hardly reach a stage of proficiency among Negro students. The school shop will have to remain virtually the sole laboratory of instruction. It must be remembered, however, that what the internship means to the medical student, the actual experience in the community shop means to the vocational student.

Ever since the accrediting agencies came into being, with their several standards for class placement, American institutions of learning have become frantic over degrees, with the colored schools suffer-

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HEALTH AS A FACTOR IN CITIZENSHIP BUILDING

(Continued from page 7)

A prominent New York white physician recently made a statistical study of tuberculosis among Negroes in New York State. His findings revealed that tuberculosis among that group increased over 500% within the last 50 years. He attributes this marked increase: (1) To Negroes living in crowded apartments, cheaply built. (2) Negroes accepting the white man's standard of living without the white man's job. (3) Recent influx of Negroes into cities, an unnatural environment for him. (4) Ignorance of the laws of sanitation and hygiene.

About six months ago the Raleigh County Health Unit with the co-operation of the Negro physicians here in Beckley, undertook to examine all the School Children in Town District. This examination revealed that over 20% of the children had defective lungs. Definite diagnosis of tuberculosis was not attempted because of facilities and time. Just prior to the opening of this school term I examined 53 pre-school children over in East Beckley. About 22% were found with defective lungs. Over 55% were found with other defects which needed correction.

Public school teaching, as it exists today, is so controlled and dominated that what is taught must meet the approval of a diversified public opinion, lest those who teach will find jobless and financial embarrassment down the line. This is extremely unfortunate for it restrains the teacher, whose intellect and training is usually far in advance of public opinion or group ideas, from inculcating ideas destined to be of good to the greatest number.

Our early training with respect to the adherence to hereditary conventions demands that no public utterance be made referable to anything relating to sex problems or the inescapable consequences of promiscuity. It is demanded of you by an irresponsible public opinion that you teach those things necessary to temper or bring under control those innate or primitive instincts or emotions, so that youth may develop consistent with our idea of Civilization. Despite this fact, it demands that you refrain from mentioning anything referable to the most powerful and most dominating of all instincts.

We, as intelligent American Negroes, are facing the most important problem of our existence. It is for us to decide whether we are to face this problem squarely and frankly or to sit listless and speechless and see our kind literally consumed in a fire which will burn incessantly, unless information is given.

There is no normal youth of school age who is absolutely unaware of this powerful instinct, whether active or passive. The non-chalant attitude with respect to such on the part of teachers and parents stimulates youth to form a sophisticated attitude or a mysterious something above themselves. This results in the diffusion of false ideas and conceptions. Promiscuity, with all its concomitants results, soon dominates.

Next to tuberculosis comes syphilis as the greatest menace to American Negroes. Contrary to ordinary belief, syphilis is a disabling and killing disease. It is a disease which is extremely hard to cure. Some expert syphilologists even doubt whether it is ever cured. Physicians the Country over encounter it in many disguised forms. It stands as a gigantic rock challenging our medical skill and resources to curtail its ravages. There are thousands of students in our schools classified by their instructors as: Mentally dumb, Imbeciles, Idiots, Psychopaths, Psychoneurotics, etc. No doubt if the truth was brought forward over 60% would be found to have hereditary syphilis. It breeds: laziness, incompetency and criminals. It retards the normal development of organs especially the brain. It is a contributing factor in the Negro's high mortality rate. Individuals so infected become physically and morally unfit to acquiesce with the ideals of good Citizenship. The so called pathologic, antisocial group contains a high percentage of syphilities.

Since these are the facts, what are we doing about them? What is the solution to this almost insurmountable problem? As Negro teachers and physicians it is imperative that we break away from the silly conventions of the 15th century and begin teaching our youths and adults facts with respect to their health in the light of 20th Century Advancements. No longer can we allow ourselves to sit with our mouths sealed in the face of diseases which are gradually obliterating us from the face of the globe. The Negro Physician is making an effort to put over to his clientele modern health ideas. Our County, State and National Medical Societies are formulating programs to help.

We are encouraging regular health examinations of our patients and their families. We recognize the fact that it is easier to keep people well than to cure them after disease sets in. Then, too, we are able to collect our fees when patients are kept well and working. The old well known adage of "the economic loss of sickness" is readily felt by us physicians. We are making an effort to instruct our clientele how to live and to lessen the possibility of infections of various kinds. Whenever possible we use polished words, otherwise we use the language that can be readily understood. The idea is to get the facts over mattering not how painful they may sound.

The County Health Units—as the new slang goes—are beginning to give us a break. There was a time when State and County Health Units were not so concerned about the health of Negroes. They recognize now that disease germs are not prejudiced; that they will affect whites as readily as blacks. That if the Negroes in the community are unhealthy, dirty and infected the germs are liable to cross over or pass. Irrespective of the reason, the County Health Units are doing a great work among our folks. They are carrying on pre-school clinics, periodic health examinations, Veneral Clinics, advising expectant mothers and folks about proper hygiene

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PRESENT STATUS AND NEEDS OF TEXAS RURAL SCHOOLS FOR NEGROES

(Continued from Page 14)

keeping in touch with the colleges that have been rated by the State Department of Education.

After considering buildings and equipment and teaching personnel we need to call attention to the amount of schooling that has been received by the pupils. Dilapidated buildings, inadequate equipment and unprepared teachers are bad enough, but when the children do not even take advantage of these their condition is deplorable. According to the Texas Survey Commission Report, Volume 1, page 255, in the year 1922 and 1923, one-fifth of the white children enrolled were in the first grade, eighty-seven and nine-tenths of the white children were in the elementary schools and 12.1 were in the white high school. For the same year one-third of the Negro children were in the first grade, 96.3 per cent of the Negro children were in the elementary schools while only 3.7 per cent were in the high school. In the common school districts the percentage enrolled in the white schools was as much as six times that enrolled in the colored schools.

Not only do we find that the children drop out of school too soon but we note that they are in school for only a short while during the school year. The Texas Survey Report, Volume 1, page 258, gives the following information concerning the practice in common school districts:

"The tendency in common school districts is to operate the majority of the schools for both white and Negro children over five months and less than eight months, but only 4.6 per cent of the white children have schools operating for as short a period as five months, while 25 per cent of the Negro schools are open for this brief period."

In the year 1927-1928 the writer noted from a special report received from Mr. G. T. Bludworth that there are only four accredited rural high schools for Negroes, with thirty-eight graduates, 243 schools were in session less than one hundred days and sixty-one of them were in session less than four months. The average length of the school term was only one hundred and seventeen days.

According to the Rosenwald program for March, 1930, the attendance of the high school children registered 80 per cent and that of those above high school children only 68 per cent. Of the 200,684 children enrolled the daily attendance which is 156,614, which means that 44,070 are absent daily. Therefore, one of the greatest problems of the rural schools is that so many of the children do not attend regularly even during the short sessions that are being held.

Another cause of the ineffectiveness of the teaching is crowded conditions. Volume 1, page 253, of the Texas Survey shows that for all Negro schools for 1913 there was an average of 84 students per teacher, and in 1922 there was an average of 39 students per teacher. Mr. Bludworth's report for 1928-1929 gives 49.8 per elementary rural school

teacher. Page 260 of the same volume shows that in the counties studied the average per capita cost was \$34.84, while for Negro children it was \$12.29. The median per capita cost for the 157 Negro schools in common school districts is \$10.53. While the per capita cost for the white school is \$31.01. Therefore, it is seen that three times as much was spent on the white schools as was spent on the Negro schools. However, we find that the per capita cost for Negroes increased from \$5.74 in 1913 to \$14.38 in 1929. In 78 per cent of the cases the expenditure was two to six times as great for the white school as was the expenditure for the Negro school. In 68 per cent of the cases less than \$12.00, the amount appropriated by the State that year, was spent on each Negro child. We do not have to do very much detective work in order to tell what becomes of the remainder. Volume 1, page 263, gives the following:

"This means, in effect, that many districts are using money intended for the education of the Negro child to apply on the cost of the education of the white child. In such districts the maintenance taxes, if raised, are used entirely to supplement the state money received for the white children, and the Negro schools receive no part of the local fund, even when Negro property owners pay a part of this tax."

The rural Texas Negroes have fourteen consolidated schools and one hundred Parent-Teacher Associations. It is hoped that this number will be greatly increased within the next few years.

No matter what the equipment and teaching personnel are, what counts is what goes on between teacher, pupil and equipment. Of 229 recitations observed in 1923 it was found that in the majority of them the drill method dominated and these lessons were mainly mechanical. One half of the lessons consisted of reciting textbook material. In a majority of cases there was an effort made to have the pupils grasp the meaning, but in one half of these cases the teacher failed to realize the object of the lesson. In the majority of cases there was nothing being done to bring in the children's or the teacher's experiences. Eighty per cent of the assignments were simply page assignments and in 12 per cent of the cases there were no assignments made.

The last (and that a hopeful) sign was the fact that 80 per cent of the schools showed evidence of the development of the habits of cleanliness and an attempt to have the children study in clean surroundings, these students doing the janitor work because only 3 per cent of the schools had janitors.

In the November issue of *The Bulletin*, Miss Pearl Tasker was given credit for the article. Growth of the Colored Public Schools in New Orleans. This article was written by Mr. S. J. Greene, Thomy Lafon School, New Orleans.

The *Bulletin* is pleased to announce the correct authorship of the article referred to.

HOW N. Y. CITY PROVIDES FOR HER HANDICAPPED CHILDREN

(Continued from page 9)

These ladies successfully carried on this work without pay, except the gratitude of parents and the children, for three years.

In 1918, the Board of Education, recognizing the values of this service, took it over on trial, with a few teachers.

At present nearly eighty teachers visit six hundred children unable to attend school. Each teacher has about eight children assigned for home instruction. Each child is taught one and one-half hours, three days each week, four receiving instruction one day, the remaining four the following day. In order to carry out this schedule the teachers in this department must teach on Saturdays.

The books for these children are provided by the nearby school to which they would go if able. The examinations also are sent to the pupils. The pupils are regularly advanced from grade to grade as in the regular grade schools, and are graduated, with diplomas, as others are. Many of these boys and girls have keen minds. Unable to move about much they concentrate upon their studies and oftentimes their progress is amazing. Plenty of home work is assigned for the intervening time until the teacher returns. No time is lost. Each pupil is required to be seated at his table with his books and work ready when the teacher's hour has come.

These pupils are victims of accidents; of various diseases producing paralysis; rickets and other bone troubles; an occasional deformity from birth; epileptics and acute cardiacs, are included.

As the parents of these children are constantly using every modern development of medical practice and surgery, to try to cure them, teachers often can transfer pupils to the bus schools for cripples, or to the regular grades of public schools. Their home instruction has made it possible for them to join grades proper for their age and go on successfully there.

If the pupil must be a cripple or afflicted during his life, he may at least, have the blessing of the companionship of books to relieve the burden, mental and physical, of his handicap.

These children are seldom unhappy or indifferent to life. Often they will write stories, drama, poetry; take up bookkeeping, or other gainful occupations, as needlework and lace-making. They can enter intelligently into the daily discussions of news and world activities with the more fortunate members of their families and with their social companions.

Notwithstanding the larger per capita expense of individual instruction, the education of physically handicapped children has proven well worth the attempt.

Representatives of the educational departments of many cities of our own country and of foreign countries, have been investigating this added activity. They seem deeply interested and several are planning to provide for "Home Instruction."

After all, most lives have some serious handicap. Fortunate is the soul, which finds a guiding influence as sympathetic, and as helpful in overcoming it, as

that extended to her millions by New York City's broad educational system.

A GLANCE AT THE DEPARTMENT OF RESEARCH DIVISIONS

(Continued from page 8)

4. Special Behavior Reactions and Conduct,
5. Social History and Reactions,
6. History of School Progress,
7. Examination in School Subjects,
8. Psychological Examinations,
9. Practical Knowledge Examination,
10. Economic Efficiency.

The Department has at its disposal the service of a social worker who takes rather extended social histories in all such cases, and a specially trained administer of individual intelligence tests. Moreover, it enjoys reciprocity with the foremost social organizations in the city that use and do this sort of work.

Special problems of other types, such as behavior deviations and pupils suffering from special educational disabilities, are referred from time to time, and, wherever practicable, the department renders service in these cases, though, up to the present, our limited personnel has not permitted us to do any extended work in this field.

Scope of the Work

The general scope of the work may be indicated by the following facts with reference to the extent of testing during the current year up to April 1:

Group Tests:

Number of Group Intelligence Tests given	9,132
Number of Group Achievement Tests given	37,312

	Total	46,444
Per cent of Intelligence Tests	20	
Per cent of Achievement Tests	80	

Individual Tests:

Number of Stanford-Binet Tests given	226
Number of Performance Tests given	121

Total 347

Full clinical investigations, including examination under 10 heads, have been made in 108 cases.

Ohio State Department of Education Educational Objectives

1. Equal educational opportunities for all children.
2. A broad educational highway from the kindergarten to the university.
3. An adequately trained teacher for every child.
4. Adequate school buildings and suitable educational equipment for all school children.
5. Efficient supervision for every teacher.
6. Wise administration in every school system.
7. An open door for every adult who would continue his education.
8. Larger units of school taxation and administration.
9. A fine-arts program in every school.
10. A health-education program in every school.
11. A comprehensive program of vocational education for all who desire it.

REPORT ON HEALTH PROBLEMS IN THE NEW ORLEANS COLORED PUBLIC SCHOOLS

(Continued from page 19)

- Enlisting aid of pupils to keep gutters clean.
- Enlisting aid of city authorities, viz.:
 - Collecting garbage
 - Establishing crossings
 - Cleaning gutters
 - Cutting weeds on vacant lots.
- Launching clean-up campaign.
- Pupil activities:
 - Writing stories, making speeches, writing articles for the school paper, drawing pictures, cartoons.
- Cooperating with National Negro Health Week.
- 2. Foods.
 - a. Teaching building foods.
 - Teaching regulating foods.
 - Teaching mineral foods.
 - Teaching water.
 - b. Proper selection and amount.
 - c. Method of serving.
 - d. Manner of eating.
 - e. Time of eating.
- 3. Fresh air and sunshine.
 - a. Classroom lighting, heating and ventilation.
 - b. Physical training.
 - Outdoor games
 - Indoor games.
 - c. Correct posture.
- 4. Rest.
 - a. Sleeping.
 - b. Relaxation.
- 5. Safety Education.
 - a. First aid.
 - b. Traffic regulation.
 - c. Fire (drills).
 - d. Building a safety consciousness.
 - b. Teaching proper selection of foods.
 - Encouraging use of milk, cereal, butter, fruit, eggs, meat or fish.
 - Launching milk campaign.
 - Providing warm mid-day lunch.
 - Establishing cafeteria or lunch room in all schools.
 - Changing menu in cafeteria and lunch room.
 - Making food chart.
 - Discouraging use of coffee, tea, pickles, candy between meals.
 - c. Self-service.
 - By waitresses.
 - d. Providing time for washing of hands.
 - Thoroughly chewing of food.
 - Time—thirty minutes (seated).
 - e. Encouraging children to eat three meals
 - day at stated intervals.

Solutions

- 3. Fresh air and sunshine.
 - a. Proper arrangement of seats so that light will fall from left.

- Lowering and raising of windows.
- Placing thermometers in all classrooms.
- Teaching pupils the use of thermometers.
- Regulating of heat on radiator.
- Regulating of heat in stoves.
- Avoiding drafts.
- b. Teaching pupils outdoor games.
- Teaching pupils indoor games.
- Having all public plays outdoors during intermission and recess.
- c. Using pictures.
 - Using actual pupil demonstration.
 - Setting up a standard for correct posture in walking, sitting and standing.
 - Drill for correct posture using
 - Sitting tests
 - Walking tests
 - Standing tests
 - Marching tests.
 - Use of posters and songs for correct posture.
 - Watching for faulty posture and finding best method of correction.
- 4. Teaching value of sufficient rest.
 - a. Teaching necessity of sufficient sleep—time (12 hours) according to age—sleeping charts.
 - Proper way to sleep.
 - Requirements for good healthy sleep.
 - Fresh air—windows open.
 - Clean bodies.
 - Clean clothing.
 - Bed, pillow and covering (kind and why).
 - b. In the classroom—four minutes daily (why).
 - Teaching value of relaxation
 - On the playground
 - In the home.
 - Replacing of coats and cloaks removed while playing.
- 5. Safety Education.
 - a. First aid student organization with teacher supervising.
 - Teaching First Aid Course to pupils in three to seven.
 - b. Student traffic squad in schools.
 - Student traffic squad to look after traffic on streets, crossing of pupils, etc.
 - c. Removal of rubbish around schools.
 - Having regular fire drills.
 - Fire prevention committee to look after buildings, protection of children, etc.
 - d. Having pupils share in safety activities in each room.
 - Stories of heroes told.
 - Stories dramatized.
 - Current event clippings read.
- 6. Prevention of spread of disease.
 - a. Kinds.
 - Measles
 - Mumps
 - Influenza

(Continued on page 26)

OFFICERS OF THE N. A. T. C. S.

(Continued from page 4)

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L. N. Taylor, State Department of Education, Frankfort.

LOUISIANA:

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HEALTH AS A FACTOR IN CITIZENSHIP BUILDING

(Continued from page 21)

and demanding isolation of infected folks from the non-infectives.

Training as a factor in Citizenship building, to my mind, is just as important as health. As teachers, you are instructed with about 80% of youths training. Your position in the minds of youths is a strategic one. Your postulates, if once put across, are not only believed but lasting. The initial im-

pressions, like first love, are generally recognized as the most lasting—so they say. If such is true you have the opportunity of making the initial intelligent impressions.

The teacher first of all should become health conscious with respect to his or her health. You will not be in a position to give correct instructions in health or personal hygiene unless you, first of all, have a basic concept of the subject. You should have a little knowledge of the more prevalent disease germs; their mode of livelihood and mode of transmission. Health literature, magazines like *Hygeia* should be constantly read by all teachers. When you are once impressed with a fact with respect to health you should impart it to your students irrespective of petty conventions.

Any child whose mind is mature enough to grasp a fundamental truth is not too young for truths to be told.

It is unfortunate that you are called upon to teach children whose parents, in about 85% of cases, are generally low in the scale of intelligence. You are entrusted with the task of bettering this condition in the next generation. The intelligence and health consciousness of our future mothers and fathers will be in proportion to the information imparted to them by you. This to my mind, is one of the tangible ways in solving one of our greatest problems and improving the citizenry of our communities.

National Education Association

The sixty-first annual convention of the Department of Superintendence of the National Education Association will be held in Detroit, Michigan, February 22-26, 1931, according to President Norman R. Crozier, superintendent of schools in Dallas, Texas.

Dr. Crozier has selected for his program theme "Working Together for the Children of America." Invitations have been extended to many speakers, and the principal features of the programs will be announced soon.

The convention will open with the usual Sunday afternoon vesper services which will emphasize the theme of the meeting in a series of tableaux depicting the school, the home, the church and the community working together for the spiritual welfare of the children. The visual presentation will be accompanied by choruses of children from the Detroit schools.

The general sessions and exhibits of the convention will be held in the Detroit Masonic Temple which is ample in size, comfortably furnished and conveniently located.

Enter the N. A. T. C. S. contest NOW and win a scholarship or a trip to the National.

REPORT ON HEALTH PROBLEMS IN THE NEW ORLEANS COLORED PUBLIC SCHOOLS

(Continued from page 24)

Scabies
Pink eyes
Scarlatina
etc.

- b. Detection.
- c. Control.

Health Problems

- B. Aid in securing bodily development.
 - 1. The classroom teacher.
 - a. Weighing and measuring pupils.
 - b. Physical examination.
 - 2. The school nurse.
 - 3. Medical inspection.
 - a. The physician.
 - b. The dentist.
 - 4. Parent-teacher organization.
 - a. Home and school cooperation.
 - 5. Social and welfare clinics.
 - 6. Child guidance clinics.
 - b. Teachers having knowledge of symptoms of diseases.
 - Daily inspection by teacher.
 - Isolation of pupil with disease.
 - Reporting of pupil to nurse and medical authorities.
 - c. Covering coughs and sneezes.
 - Eating with clean hands.
 - Avoiding crowds.
 - Isolation of diseased children.
 - Keeping wounds clean.
 - Avoiding use of common towels.
 - Discouraging exchanging of lunches and gum.
 - Keeping all articles out of mouth except food.

Solutions

- B. 1. The classroom teacher.
 - a. Make survey of class two or three weeks after school opens.
 - Equipment necessary:
 - Record form for each child.
 - Pair of scales.
 - Two tape measures.
 - One height and weight table for each sex.
 - One classroom weight record.
 - Vision chart tests (Snellen's).
 - Loud ticking or stop watch for testing hearing
 - Curtain pole for posture test.
 - Tongue depressors.
 - Muscles testers.
- 2. Sufficient number for schools.
 - More regular visits to schools.
 - Follow-up serious cases among pupils.
 - Inspecting results of teachers' surveys, such as charts, records, etc.
 - Conferring with teacher about surveys.
 - Acting as link between school and other clinics or agencies.

Addressing Parent-Teacher Association on some health topic.

Examination of pupils by school nurse; submitting report to teacher; and submitting report to parent.

- 3. Make physical examination once or twice yearly.

Having sufficient number of special school doctors and dentists.

Arrangements made for free medical aid wherever necessary.

Addressing Parent-Teacher Association.

- 4. Presenting health topics for discussions at some meetings.

Questionnaires for parents.

Pupils presenting health play for Parent-Teacher meetings.

Launching campaigns on sanitary condition of the community.

Giving reception to parents with healthiest children in school.

Summer round-up of pre-school children.

- 5. Furnishing bulletins, pamphlets, booklets, etc., on care of children and health.

Charging small fees and giving free aid wherever necessary.

- 6. Send pupil to Child Guidance Clinic for examination.

Group pupils as to mental defects as a guide for classroom instruction.

Adapt materials and methods of instruction to needs of children.

Keeping record of child's progress.

Health Problems

- C. Physical Equipment.

- 1. Suitable location.
- 2. Type of building.
- 3. Equipment.
- 4. Maintenance.

- II. Normal Bodily Growth of Pupils Determined by Home Conditions.

- A. Types of Home from which pupils come.

- 1. Poorly constructed buildings.
 - a. Overcrowded conditions in homes.
 - b. Lack of bathing facilities.
 - c. No special room for children.
 - d. No definite place for eating meals.
 - e. Lighting poor.
 - f. Heating poor.
 - g. Lack of parental care for children.

- B. Cleanliness of Homes.

- 1. Lack of standards of cleanliness by parents.
- 2. Lack of standards for moral cleanliness.
 - a. Personal chastity.

- C. Physical Equipment.

- 1. Health location away from inflammable structures, railroad, street cars, highways, and immoral places.
 - Well drained school grounds.
 - Ample space for playgrounds.
 - Ampe space for gardens.
 - Playgrounds well equipped.
- 2. Fireproof buildings.

- Doors open outward.
- Proper coloring of shades and walls.
- Well lighted and ventilated.
- Standard classrooms, halls and cloakrooms.
- All schools provided with auditoriums.
- All schools provided with lunch rooms.
- 3. Adequate sanitary toilets according to local or state health requirements.
- Sanitary drinking fountains.
- Facilities for washing hands.
- Necessary equipment for hot lunches.
- Modern, movable standard furniture for all grades.
- 4. Efficient janitorial care.
- Cooperation of teachers and pupils.
- Rigid inspection by principal.
- Rigid inspection by Superintendent of Maintenance.

Solutions

II

- A. Types of Home from which pupils come.
 - 1. Building code for city established by city authorities.
 - Cooperation of board of health.
 - Encouraging Rosenwald Home Building Project.
 - Each school making annual survey of homes in community.
- B. Cleanliness of Homes.
 - 1. Courses for boys and girls in homemaking beginning with average children in grades three through senior high.
 - Girls clubs.
 - Boys' clubs.
 - Adequate playgrounds.
 - Supervisor of play.
 - Cooperation of Juvenile Court and social workers.

THAT UNTRAVELED WORLD

(Continued from page 16)

the superstitions and the daring deeds of early England.

Then there are the poems that give insight into the lives of groups of people. The dialect poems of Paul Laurence Dunbar and of other writers give an impressive picture of phases of Negro life. James Weldon Johnson in *God's Trombones* paints most vivid pictures of what used to be the typical Negro preacher. In the works of both these men the reader is given a pageant of the thoughts and aims, the lives and ambitions of a group searching for the light.

There are the lyrics, bits of poems that can best be compared to gorgeous-plumaged birds flitting on iridescent wings through tropical forests, each twittering his song, pouring forth his emotion of the moment. In the lyric the poet has caught and crystallized life's moments of ecstasy, of love and of sorrow. For longer moods of contemplation the stately ode may serve, this form of poetry being the vehicle for some of the most profound thoughts in the English tongue.

Profound thought, rich and deep experience, life to the full—these then are the benefits conferred upon him who reads, upon him who tries to discover the untraveled paths into the experiences of other minds. He is enriched by reading those things into which genius has poured the rich wine of its own sufferings, defeats, and victories. Whatever one reads becomes a part of his being, part of an experience which follows him through life. Each bit of literature that is assimilated is rich not only with the accumulated experiences of the author, but with the experiences of the generations which came before him. This experience, passed on to the reader, makes him a sharer in the rich legacy of the past. Like Ulysses of old, he may say:

"I am a part of all that I have met;
Yet all experience is an arch where thro'
Gleams that untraveled world whose margin fades
Forever and forever when I move."

PRESENT STATUS OF TRADE AND VOCATIONAL EDUCATION AMONG NEGROES

(Continued from page 20)

ing from the most acute stage of degreitis. It is no longer a question of a teacher's tried and approved efficiency; but the pertinent query is, "What degree does he wear?" More and more a man's worth to a Negro institution is going to be represented by his degree, rather than by his ability. If degrees and ability were synonymous terms, or if degrees were so standardized as to represent the same severity of training, no question could be raised; but there is a missing link, very often, between the title and the performance.

Unfortunately, this scholastic curse of the era has reached the vocational schools for Negroes, so that their administrators are in quest of degree wearers to teach the trades. Somewhat like the modern teacher-training institutions which are placing a 75% value on methods and a 25% value on content, thus attempting to make teachers out of persons who have felt a feeble knowledge of their subject but expertness in teaching what they know not, so the modern trend is towards developing vocational teachers out of holders of ornamental degrees, without a thorough knowledge of the trades they are to teach.

Label the assertion as pedantic, or heretical, or dogmatic, but there is no reason under the heavens why a successful instructor in a trade should be a college graduate, or a Master of Arts, or a Master of Science, or a Master of Education, or a Doctor of Philosophy, except perchance to balance some catalogue announcement. Two reasons are offered in support of this assertion.

First, the study for any academic degree requires a protracted period of concentration. The higher the degree, the longer the concentration. The object of such study is, of course, to become an authority in some field of scholarship. While the candidate is making his investigation, he enters a cloister, for the time being, with but one problem on his mind. This amount of time and effort spent by the voca-

tional teacher might be placed, with more profit, upon developing skill in the performance of his trade. There is but slight justification, if any, for taking a promising mechanic away from plying his trade to work for an academic degree, unless the degree represents advanced work in his trade. The brick-mason, for example, is likely to become more proficient by practising his trade continuously for five years than by studying, during this period, for a college degree; and it is efficiency in performance that counts in a trade.

Second, the person who goes through college and is impelled to take an advanced degree is most likely to desert his trade, to follow an academic calling. The line of endeavor which a person is most likely to follow is that with which he has been most recently associated. With such a student, the vocational work becomes a side issue. His hobby is now his college degree, which seems basic to his career. As a result, this newer type of vocational teacher leaves college with a smattering of vocational training, and secures employment not because of his vocational knowledge and expertness, but rather because he can satisfy the vanity of the institution that demands academic ornamentation on the pages of its catalogue.

Vocational schools for Negroes are making the serious mistake of displacing trained journeymen by college graduates, just because they are college graduates with coveted degrees. Vocational schools need as teachers persons who have had years of successful experience as journeymen—persons who can exemplify by their own performances the work which they fain would teach. The teacher of automobile mechanics ought to be a trained mechanic and machinist, competent to diagnose automobile ailments and prescribe the cures. The teacher of dress-making ought to be most skilled in making dresses. The fundamental requisite of a vocational teacher should be his ability to execute; and no college degree can guarantee such ability.

It is highly desirable to acquaint such a journeyman with the necessary steps in the teaching process; but the starting-point is with the insistence upon expert knowledge and workmanship. In other words, the journeyman should be converted into the teacher—not the teacher converted into the journeyman, for the latter arrangement is likely to prove futile. When, therefore, the schools training Negroes for vocational careers give up their quest for college trained teachers, and look first and foremost for persons who have had protracted and successful experience as mechanics, training them, if necessary in the service, as teachers, the real training of the students will be better.

The most competent vocational teacher is the one who knows not only his trade expertly, but also the correlated subjects, upon which the teaching of his trade has to lean, from time to time. That is to say, the most valuable shop teacher is the one who can instruct in such shop mathematics, physics, machine-shop practice, and the like, as may be essential to the teaching of his particular subject.

Apropos of the vocational teacher's training is his remuneration. It appears that Negro schools that benefit by the Smith-Hughes Act pay their vocational teachers higher salaries than schools not enjoying this Federal income. Exempting such schools, the investigator is likely to find that as a rule the vocational teachers are paid a lower salary scale than the academic teacher in the same building. Most Negro institutions seem to place a higher value on the services of their academic teachers, either because administrators still adhere to the oft-repeater dogma that the academic teacher requires a longer and a more expensive preparation, thus justifying his salary distinction; or because they believe their own vaunted faith in vocational education.

When the sponsors of trade and vocational educational education for Negroes begin to let their actions echo their promulgated faith in such education, they are going to offer such salaries as will attract the skilled mechanic who is thoroughly acquainted with his trade. All honor and glory to those faithful pioneers who have sacrificed a greater financial career at their trades to make many vocational courses in the Negro schools possible; but the day has come when the vocational teacher, the same as any other teacher, cannot be expected to render missionary work. Teaching has become a profession and as such it must pay salaries that will assure a respectable living. Briefly, all the Negro institutions offering trade and vocational courses would do well to boost appreciably their salary schedules for the vocational teachers, placing them by all means, at least on a salary level with the academic teachers. Competency, and competency alone, should attest a teacher's value, whether the teacher instructs in English or in boot and shoe repairing.

Such is the present status of trade and vocational education among Negroes, as visualized through our meagre sources of facts supplies. Though the picture, at first blush may not seem especially optimistic, it does, however, throw some light upon the direction in which Negro educators and administrators should bend their efforts: first, in creating a much more liberal attitude on the part of communities for fair play in vocational employment above the unskilled class; secondly, in winning organized labor over to a square deal for all the members of this heterogeneous American population; thirdly, in seeking much more advantageous part-time instruction for Negro apprentices; fourthly, in combating the newer notion of teacher selection, by insisting upon knowledge, skill and success as the basic qualifications of applicants, rather than upon degrees; and fifthly, in offering salary considerations that may be expected to attract to the classroom skilled mechanics. Though such a program does not promise a cure for all the ills to which trade and vocational education for Negroes is heir, it will certainly raise to an appreciably higher degree of efficiency the status of trade and vocational education among Negroes.

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Jan 28 31

The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

VOLUME XI

CHARLESTON, W. VA., JANUARY, 1931

NUMBER 4

THE PRESENT STATUS OF COLLEGE EDUCATION AMONG NEGROES

DWIGHT O. W. HOLMES

SCHOOL ATTENDANCE AND ENFORCEMENT OF COMPULSORY SCHOOL LAWS

R. S. GROSSLEY

HOW MUCH ENGLISH GRAMMAR IN HIGH SCHOOL?

RUTH STEPHENSON NORMAN

Published Monthly except July, August and September

ANNUAL MEETING OF THE N. A. T. C. S.,

WASHINGTON, D. C., JULY 28-31, 1931

THE BULLETIN

VOLUME XI

CHARLESTON, W. VA., JANUARY, 1931

NUMBER 4

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Letters to the Editor, contributions, news notes books for reviews, change of address, application for membership in the Association, subscriptions, advertising space and rates should be sent to W. W. Sanders, Box 752, Charleston, West Virginia.

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THE BULLETIN

VOLUME XI

CHARLESTON, W. VA., JANUARY, 1931

NUMBER 4



Dr. George Perley Phenix, late Principal of
Hampton Institute

THE PRESENT STATUS OF COLLEGE EDUCATION AMONG NEGROES

By DWIGHT O. W. HOLMES, *Dean, College of Education, Howard University*
(Address delivered before the N. A. T. C. S., Petersburg, Virginia)

The original purpose of this address was to present facts and figures derived from a study based upon information gathered from 79 questionnaires sent to the Negro colleges. Since the duty was assigned to me on May 10, my original questionnaire went out on May 23 and reached the college heads at their busiest season.

Two urgent follow-up letters finally resulted in bringing 38 usable replies. Others are still undoubtedly on the way. My profoundest gratitude is tendered to the presidents and other officers who did send the information as well as those who still intend to do so. Twenty-nine colleges did not respond in any way.

At this time, therefore, instead of presenting the results of the statistical study, which would of necessity be partial and incomplete at best, I will attempt to point out historically and in prospect the movement toward standardization using not only pertinent figures from the questionnaire referred to but other information from reliable sources. The hope of our cause lies in constant and rigid self appraisal. We must know our virtues and our faults as well. And we must as studiously avoid the smug complacency born of the former as the discouragement so likely to follow the contemplation of the latter.

The year 1930 marks very clearly the beginning of a new era in the higher education of the Negro in America. Just at this time, improvements are being initiated, investigations are being carried forward, readjustments are being effected and relationships are being established that very definitely point to a new day. It seems very fitting, therefore, at the close of the third decade of the twentieth century, to pause and take stock of our situation so as to catch our breath, as it were, after our mad rush upward over a period of sixty-five years during which we have travelled in more or less hectic fashion, a pathway leading from so-called colleges and universities where students were given their A-B-C's to colleges and universities where in a short time we will be able to give students respectable Ph.D's.

The dramatic history of the origin of the Negro college and the heroic sacrifices made that it might come into being and continue to exist, has often been told. It should be to all of us a familiar story and the lives of those who wrought so nobly in those early days should ever be an inspiration to us and to those who follow us whose task it is to carry forward what they so well began. And much that I shall say is intended primarily for these eager young educators upon whom will soon fall the task of carrying on. For fifty years the race amazed the world and, indeed, itself by its efforts to improve

and by its capacity for translating eager desire into actual accomplishment. The astounding spectacle of men passing as if by magic from the plough to the pulpit, from the cotton field to Congress, from sugar cane to surgery—this transmutation seemed miraculous to a sympathetic world and won for the Negro college a reputation for effectiveness which has lasted almost to this day. And, indeed, nothing that the future may say, can or should dim the glory of the period from 1865 to 1915 in the history of the Negro college.

In the year 1900, however, the twentieth century came into being bringing with it into our tranquil lives a number of disturbing elements such as the automobile, the radio, quantity production and the scientific attitude in education. The last was particularly disturbing to the educator who in the past had been a law unto himself as to what he should teach and to whom, how long, and in what way he should teach it. But now men began applying the method of experiment and survey to education. By 1910 the objective methods of dealing with things, entirely divorced from sentiment and brought over from the cruel world of business and the hard field of the natural sciences, began to take the place of mere personal opinion and the world of finance began to ask the schoolman for an accounting of his stewardship in exact terms. Gone was the day when the cloistered college could ignore the insistent call of a new day for new things. No longer could it defend its existence on the grounds that it possessed a "glorious history" or that it was "lifting the burden," "reaching the unreached," or serving some mysteriously great but indefinable purpose.

Nor was the Negro college able to escape this scientific movement or to avoid searching examinations on the ground that its work lay in a different field and that its problems were so peculiar as not to be amenable to the testing of modern tools. The philanthropist, before this time, had followed his heart in dealing with Negro education. The scientific attitude on the other hand demanded that he use his head in giving away money just as he had done in earning it. The result was that the hard-pressed president of the struggling Negro college about this period, began to find that profound sincerity, appealing eloquence and a sob in the voice without substantial statistics failed to bring the returns in cash as in former years. He found, too, that millionaires were more and more finding it advisable to place their benevolences in the hands of persons coldheartedly, objectively and insistently scientific who refused to be impressed by sentimental appeals except when backed by exact information answering such questions as: Should your school exist at all?

If so, what kind of work should it attempt to do and to what extent? Cannot some other school do the work better and more economically? What resources have you already? What assurance have you that they will continue? What kind of a faculty have you? Can it really do approved college work? If not, how do you plan to get a faculty that can? Exactly where does the money go that you do receive? Is this distribution in accordance with good academic practice?—and so on “ad nauseum” so far as the pleading executive is concerned who is disconcerted and at times disgusted that anyone should ask such questions about a process so universally endorsed as education.

This did not mean that interest in the education of the Negro was on the wane and that these means were taken as a subterfuge to justify refusal of sincere and usually worthy requests. For the same questions were asked the executives of white colleges. What it did mean was that Negro education was henceforth to be taken so seriously as to be placed on a business basis. It is probably true that, during the period from 1895 to 1915, the higher education of the Negro did lose ground in the esteem of philanthropy. This, in all probability, however, was due to the failure of its proponents to present its claims in such terms as hard-headed business men could understand.

And so, near the beginning of the second decade of the new century an event occurred in the field of Negro education which was the natural and inevitable expression of the new day. Oratory was to give place to research, self-satisfaction was to be shocked through critical examination. The Negro college was to be examined in the broad light of day to find out, for example, the explanation of the miracle whereby with meager equipment, insufficient income, low salaries, overworked faculties and poor human material to start off with, the Negro college could produce bachelors of arts with the same definition as the products of Harvard and Yale. Several steps in the evolution of this movement should be recalled.

The trustees of the Phelps-Stokes Fund, about a year after they were incorporated by the legislature of the State of New York, in 1911, adopted the recommendation of a special committee to study Negro education and asked the United States Commissioner of Education if he would accept its co-operation in making such a study, on condition that the expenses of the agents should be paid by the fund. The United States Bureau of Education thereupon entered into an agreement with the Phelps-Stokes Fund to cooperate in such a study. The result was a thorough investigation of the private and higher schools for Negroes. The difficult and delicate task of carrying forward the study was placed in charge of Dr. Thomas Jesse Jones who was selected after the most careful consultation with representative educators as the best qualified person in the country to conduct the study. The result of this investigation appeared as Bulletins Nos. 38 and 39, 1916, of the Bureau of Education of the Depart-

ment of Interior. Bulletin No. 38 contains 409 pages of descriptive and statistical material, while Bulletin No. 39 contains over 700 pages devoted to descriptions of individual schools by states.

This survey and its publication resulted in much dissatisfaction, particularly on the part of those schools which were most unfavorably criticized. I believe, however, that the consensus of opinion among thoughtful educators of both races is that the publication of the information gathered in this survey was the most stimulating influence that could possibly have been brought to bear upon the field of Negro education. For, in spite of many protests, some of them prolonged and persistent, the immediate result was a universal effort toward improvement so that the criticisms made would not be valid should the survey be repeated. A reading of this report in the light of our present day knowledge and attitudes will doubtless justify this view.

A few selected quotations from that report will serve as a suitable background against which the present conditions may be projected.

(1) “No type of education is so eagerly sought by the colored people as college education. Yet no educational institutions for colored people are so poorly equipped and so ineffectively organized and administered as the majority of those claiming to give college education. Howard University is an institution of university proportions, but its endowment is negligible. Fisk University is genuinely a college according to most of the standards, but its endowment is not sufficient. Atlanta University, Meharry Medical College, Virginia Union University, Morehouse College, Bishop College, Lincoln University, Benedict College, Talladega College, Tougaloo College, Knoxville College, Shaw University, Claflin College, and a few others, are offering instruction of college grade, but the number of college students in most of these institutions is not more than 10 per cent of the total enrollment and they are therefore compelled to devote the major portion of their resources to secondary education.”

(2) “Successful leadership requires the best lessons of economics, sociology, and education. Without such leadership for both the white and colored peoples, race problems will multiply and increase in perplexity and menace to the nation. The race must have physicians with real skill and the spirit of service to lead against the insanitary conditions that are threatening not only the colored people but also their white neighbors. The Negroes must have religious teachers who can relate religion to individual morals and to the common activities of the community. They must have teachers of secondary schools who have had college training in the modern sciences and in the historical development of civilization.”

(3) “The duplication of college departments is increased not only by the personal ambition of school presidents but also by the desire of different denominations to have the pupils of their church attend their own colleges. So far as the grade of work is indicated by the names of the institutions,

duplications in the efforts to do college work may be seen in the location of two or more so-called colleges for Negroes in Selma, Alabama; Little Rock, Arkansas; Atlanta, Georgia; New Orleans, Louisiana; Holly Springs and Jackson, Mississippi; Greensboro, North Carolina; Columbia and Orangeburg, South Carolina; Nashville, Tennessee; Austin, Marshall, and Waco, Texas."

(4) "Such was the curriculum adopted by the early Negro colleges, and their limited income and teaching force have made it almost impossible for the majority of them to introduce the newer college courses, as their value has become recognized by modern educators."

Each of these four quotations refers to serious faults in the Negro college as it existed fifteen years ago. Detailed descriptive material in other sections of the report indicates specifically and in detail the weaknesses of each college. That there have been continuous and serious efforts made since the issuance of the report to correct the faults referred to, is the best evidence of the stimulating effect of criticism in specific and objective terms.

Recovering from the educational recession accompanying and following the Great War, the Negro college began, for the first time about 1920, to be keenly interested in the question of standardization. The general cause of this interest was the natural ambition of the colleges to have their work approved as of the first class by some agency having the authority to express such approval. The immediate cause was the difficulty experienced by the graduates of most of the colleges to gain admission to schools of medicine.

The American Medical Association, which sets the standards for medical education in the United States, in its annual bulletin names those colleges in which satisfactory preparation can be made for admission to Class A Medical Schools. In the rating of white colleges this body depended largely upon the estimates given by the several regional associations, such, for example, as the North Central Association of Colleges and Secondary Schools and the Association of Colleges and Secondary Schools of the Southern States. In the case of colleges for Negroes, however, according to the statement contained in the issues of the bulletin, prior to 1929, it is the survey of the Phelps-Stokes Fund, just referred to, which was taken as the basis for making the ratings.

Considerable dissatisfaction was naturally expressed year after year for depending, for so important a matter, upon data which was constantly growing older and hence less reliable. So important had this question become in 1925, ten years after the survey had been concluded, that the Association of Colleges for Negro Youth, at the meeting held at Shaw University, Raleigh, North Carolina, April 10 and 11, 1925, appointed a committee, "For working out a basis for rating our colleges."

The first act of the committee was to request the Phelps-Stokes Fund to repeat its survey, at least, as it related to higher education. This the trustees de-

clined to do but offered the sum of five thousand dollars toward defraying the expenses of such a resurvey. The committee next appealed indirectly to the Association of Colleges and Secondary Schools of the Southern States, but found that events had not proceeded far enough to enable that body to examine and rate the Negro colleges in its area. The next point of attack was the Federal Bureau of Education which in 1926 finally undertook the task of surveying the colleges in our group, only, however, on the invitation of the individual colleges and with the financial cooperation of the Phelps-Stokes Fund.

The report issued by the Bureau of Education as Bulletin No. 7, 1928, under the title, "Survey of Negro Colleges and Universities," contains within about one thousand pages the best and most reliable information on the subject available.

The expenses of carrying on this survey and publishing its findings together with the sources of support are indicated in the following table.

Receipts

From the Phelps-Stokes Foundation..	\$ 5,000
From the individual institutions.....	7,540
Total.....	\$12,540

Reimbursements

To the Phelps-Stokes Foundation.....	\$ 2,074
To the Colleges.....	3,126
Total.....	\$ 5,200
Cash Expenditures.....	\$ 7,340
Printing—Bureau of Education.....	6,000
Professional Service of Bureau Staff (Estimated)	10,000
Total.....	\$23,340

Since the Bureau of Education is a fact-finding and not a rating body, the Association of Colleges for Negro Youth, after the publication of the report of the survey, urged the American Medical Association to use this new data for revising its list of approved colleges. In response to this appeal, the American Medical Association appointed a committee of educators. This committee, using the Bureau of Education Survey as a basis prepared a list of thirty-one colleges which were approved "on the ability of the Negro colleges to offer two years of acceptable pre-medical college work." The Bulletin of the American Medical Association, revised June 1, 1930, contains the new list with an introductory statement to the following effect:

"Until such time as provision for the approval of colleges for Negro students can be made by all the associations of colleges and secondary schools, the following list of Negro colleges deemed worthy of approval has been prepared under the auspices of the Council on Medical Education and Hospitals.

"The approval is based, in the judgment of the committee, on the ability of the Negro colleges to offer two years of acceptable premedical college work.

"This list is based on a survey of all Negro colleges made in 1927 by a special committee under the direction of Dr. Arthur J. Klein, chief of the Division of Higher Education of the United States Bureau of Education. The publication of this list is made possible through the kindly cooperation of a special committee consisting of Dr. G. B. Woods, Dean, American University, Washington, D. C. (Chairman); Dr. C. C. McCracken, Ohio State University, Columbus, and Dr. Louis R. Wilson, University of North Carolina, Chapel Hill.

"A reinvestigation will be made each year of such colleges as will pay the cost, so that due recognition can be given for such improvements as may have been made.

"The expense involved in preparing this list has been met by the Phelps-Stokes Fund. The list of those deemed worthy of approval is as follows:

"Class I

Atlanta University, Atlanta, Ga.
 Benedict College, Columbia, S. C.
 Clark University, Atlanta, Ga.
 Fisk University, Nashville, Tenn.
 Howard University, Washington, D. C.
 Johnson C. Smith University, Charlotte, N. C.
 Knoxville College, Knoxville, Tenn.
 Lane College, Jackson, Tenn.
 Lincoln University, Chester County, Pa.
 Lincoln University of Missouri, Jefferson City, Mo.
 Livingstone College, Salisbury, N. C.
 Morehouse College, Atlanta, Ga.
 Negro Agricultural and Technical College of North Carolina, Greensboro, N. C.
 New Orleans University, New Orleans, La.
 North Carolina College for Negroes, Durham, N. C.
 Prairie View Normal and Industrial College, Prairie View, Texas.
 Rust College, Holly Springs, Miss.
 St. Augustine's School, Raleigh, N. C.
 Samuel Houston College, Austin, Texas.
 Shaw University, Raleigh, N. C.
 Southern University and Agricultural and Mechanical College, Baton Rouge, La.
 Spelman College, Atlanta, Ga.
 Straight College, New Orleans, La.
 Talladega College, Talladega, Ala.
 Tennessee State Agricultural and Industrial College, Nashville, Tenn.
 Virginia Normal and Industrial Institute, Ettricks, Va.
 Virginia Union University, Richmond, Va.
 West Virginia State College, Institute, W. Va.
 Wilberforce University, Wilberforce, Ohio.
 Wiley College, Marshall, Texas.
 Xavier University, New Orleans, La."

It is important to remember, however, that the rating of the American Medical Association must not be taken for more than it is. As expressly stated in the bulletin, just quoted, the list is made up pending a survey and rating by the appropriate regional association. It does not pretend to pass judgment upon the ability of ■ given school to meet the re-

quirements generally accepted in academic circles for a standard college.

The Negro colleges have been peculiarly disadvantaged in respect to such rating for the entire period since rating has been in vogue, because the regional association which covers the area containing ninety per cent of the Negro colleges, up to the present year, has persisted in considering the Negro college as outside the sphere of its influence, in accordance with the social custom of the South. Since the other regional associations of the country, having Negro colleges within their areas, draw no color lines, the position taken by the Association of Colleges and Secondary Schools of the Southern States was unique and finally proved to be untenable. For, as a result of repeated appeals and several conferences the Southern Association at its last annual meeting accepted the responsibility of examining and rating the Negro colleges in its area and appointed a committee to carry forward the work.

A generous grant was procured from the General Education Board for this purpose and Dr. Arthur D. Wright of Dartmouth College was placed in charge of the investigation. The actual work is now in progress so that within a year there should be available a rating of Negro colleges by the Association of Colleges and Secondary Schools of the Southern States which will in all probability be adopted by the American Medical Association in accordance with its statement quoted above.

It should be noted here that those most active in persuading the acceptance of this responsibility by the proper regional association have insisted that in approving Negro colleges exactly the same standards must be used as are employed in the case of white colleges and that the nationally accepted requirements for approved rating should be rigidly applied. This the commission has promised to do. For they realize that at this time probably the greatest imaginable calamity that could possibly happen to the cause of Negro education would be the issuance of a list of Negro colleges labeled as "approved" or "Class A" which could not have been approved if they had been white colleges. The standards of the Southern Association by which our colleges must expect to be rigidly judged should be carefully read by every one actively interested in the management of Negro colleges.

Let us now briefly note the present status of the Negro colleges relative to several items, in light of the figures from the questionnaire.

Enrollment

The 31 usable reports received on the item of enrollment show a total for 1929-30 of 8,690 students as compared with 6,357 for 1927-28, a gain of 2,333 at the rate of approximately 36 per cent in two years or 18 per cent a year. Assuming a gain at the same rate for all the colleges for a three-year period, and computing on the basis of 13,800, the total enrollment found in colleges for Negroes for 1926-27 as determined by the Bureau of Education Survey, the total enrollment for 1929-30, for 76 Negro col-

(Continued on page 18)

HOW MUCH ENGLISH GRAMMAR IN HIGH SCHOOL?

By RUTH STEPHENSON NORMAN, *Garnet High School, Charleston, W. Va.*

The trend in modern education is to determine scientifically the practical value of courses of a curriculum. For those of my readers who wish such a study, I refer you to "How Much English Grammar," by Stormzand and O'Shea. The purpose of this discussion is to present informally my thoughts on "How Much English Grammar Should be Taught in the High School?"—a subject that is at present controversial.

The question is often asked, "How does this study or that study apply to the actual needs and uses of daily life?" "What may be done to make the next generation more efficient than the present in the knowledge and skill dealt with in this branch of school work?" These questions are pertinent, especially to that part of the curriculum called "formal" grammar. Grammar has been eliminated from the curriculum of many high schools, or if it is included, it is merely being taught as a minor. Those persons who have eliminated it are asking, "Does the study of the rules and principles function in the child's use of language in everyday life?" "Does a person who writes and speaks correctly know the science of grammar?" "Is the person who speaks and writes incorrectly necessarily uninformed as to the rules of the science of speech?"

I answer affirmatively. Can the sentences in the following exercises be corrected if one does not have some knowledge of grammatical decency?

(Sentences taken from "Composition and Rhetoric," by Tanner:)

1. Neither his son nor his wife know where he is.
2. There was twelve people injured in the wreck.
3. Everybody in the crowd were ready for their breakfast.

4. A number of books is missing from the library.
5. Our class elect officers each year on the first Monday in October.

6. Mumps are sometimes a dangerous disease.
7. Wasn't you proud of our team yesterday?
8. He is a man who don't take any interest in politics.

9. Have either of you solved the last problem?
10. Each of them have been absent twice.

In order to correct these sentences, it is necessary to know:

1. A compound subject joined by "or" or "nor" requires a singular verb if each portion of the subject is singular.

2. A verb should agree with its subject in person and number.

3. Indefinite words as "each," "every," "neither," "anyone," "everyone," "someone," "no one," "one," "anybody," "everybody," "a person," are singular and therefore require singular verbs and singular pronouns.

4. Nouns denoting quantity and amount, such as "half," "part," "portion," "number," may take either

a singular verb or a plural verb, according to their meaning. (1) The number of automobile accidents in this city is alarming. (2) A number of accidents occur every day.

5. Collective nouns as "school," "class," "team," "company," "audience," "committee," "jury," "family," "flock," "herd," "squad," "regiment," "nation," may take either a singular or plural verb, according to their meaning.

6. Such nouns as "news," "measles," "mumps," "molasses," "gallows," "physics," "economics," "mathematics," "trumps," though plural in form, are singular in meaning, and require a singular verb.

7. "Was" should never be used with a second person subject. Such expressions as "you was" and "was you" should be avoided.

8. "Don't" should never be used with a third person singular subject. Such expressions as "he don't," "it don't," "that don't," "don't he?" "don't it?" "don't that?" should be avoided.

9. The rule has been given in No. 1.

10. Rule has been given in No. 3.

Note the sentences below (taken from "Century Handbook of Writing," by Greever and Jones):

1. The man whom they believe was the cause of the trouble left the country.

2. Whom do you suppose made us a visit?

3. Punish whomever is guilty.

Are these sentences correct? Students who have been taught to analyze sentences can readily see that "they believed" in sentence No. 1 is an intervening expression, and "whom" in the objective case cannot be the subject of the subordinate clause. Guard against the improper attraction of "who" into the objective case by intervening expressions.

Are there errors in the sentences which follow? Students' answers will depend upon their knowledge of grammar:

1. The contractor employed whomever wanted work.

2. She is younger than me.

3. I discovered the forgetful person who mislaid my book to be I.

4. Do you object to me attending the dance?

5. To her nieces, Alta and I, Aunt Jane gave her rings.

6. Everyone awaited their turn at the cashier's window.

7. Who, may I ask, do you wish to see?

8. I was tardy yesterday, which embarrassed me greatly.

A thorough knowledge of verbals and what they modify is necessary in order to detect errors below:

1. Hated and persecuted by the people of his time, we cannot help sympathizing with Shylock.

2. Being in a cage, I was not afraid of the lion.

3. To catch the ghost, a trap was devised.

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THE EDITOR'S PAGE

The Bulletin

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A New Year Wish

There are three institutions which have for their sole purpose the care, nurture, development and growth of the young. These institutions are the home, the church and the school. All are vital essentials of the community, the state, the national commonwealth. Each institution has its special work to do—instilling, guiding and giving children a chance to grow in health, intellect, spirit and emotional attitudes.

My New Year's wish to my country and its citizens is threefold:

First, I wish for every boy and every girl, every adolescent, a home where love, sympathy, knowledge and Christian ideals are found; a home from which the mother sends out each day the adults and children physically and mentally prepared to do the day's task; a home that provides wholesome amusements for its children and that supervises the recreation beyond its doors; a home where parents co-operate with all wholesome influences of child life; a home that fits children to live the creative life.

Second, that each church according to its faith and rules would so provide within its walls for health work, play and recreation, study periods, story hours during the week and on Sunday would give to the children a modern, systematized church school. This would insure each child spiritual guidance through the activities of daily living.

Third, for a school where teachers understand children, their needs and their varying abilities, so that John Doe who loves to do with his hands will not be forced to use only his memory and Mary Roe who wants to make jingles and rhymes will not be considered a nuisance; a school that provides vocational guidance so that each child shall be reached

through his individual interest; a school that teaches children how to work and live together; a school that is a center to the community and provides for the play life and efficient citizenship of its children.

President Hoover has said: "Civilization marches on the feet of little children." Then all three wishes must surely mean that health, happiness, Christian guidance at home, school, church and wholesome recreation are asked for our children during 1931.
—F. C. W.

Through an oversight names of the following persons were omitted from the official roster of the National Association of Teachers in Colored Schools published in the December issue of The Bulletin:

Major R. R. Wright, President, Citizens and Southern Bank & Trust Company, Philadelphia, Pa.

President R. S. Wilkerson, State A. & M. College, Orangeburg, S. C.

The December issue of The Bulletin gave the address of President W. J. Hale as Fisk University, instead of A. & I. State College, Nashville, Tenn.

The Bulletin wishes to print the names of all persons who have served as Presidents of the National Association of Teachers in Colored Schools, since its organization.

It has been difficult to keep a corrected list of all former Presidents and members of General Council, because of incomplete records in the office of the Editor. Any former president of the N. A. T. C. S. whose name was omitted from the list of Past Presidents in the December issue of The Bulletin, will kindly notify the Editor of such omission.

The theme of the Washington meeting to be held July 28-31, will be: "A Factual and Critical Study of Education as It Affects Negroes." Sub-topic will be "Elementary Schools." Committees have been appointed to gather data bearing upon this theme, such data to be presented in the form of reports. The effort will be to make a thorough study of Elementary Schools so as to point out any deficiency that may exist.

This study should be tremendously interesting and result in a great deal of good. The whole program of the Washington meeting will be in line with the new policy of the National Association of Teachers in Colored Schools, to gather the facts relating to education of Negro youth, and present them to the country with a view of creating increased interest on the part of those who control the education of the youth of the country. This study will make the Washington meeting both interesting, inspiring, and helpful. Let the slogan of the teachers in Negro schools be: "On to Washington, July 28-31, 1931."

SCHOOL ATTENDANCE AND ENFORCEMENT OF COMPULSORY SCHOOL LAWS

By R. S. GROSSLEY

Address delivered before the Elementary Section, N. A. T. C. S., Petersburg, Va.

It is generally conceded that the effectiveness of a school system is largely determined by the degree to which it is utilized. If then in any community a large proportion of the children of school age are enrolled in the schools, and if a goodly percentum of those enrolled are in regular daily attendance it is reasonable to feel that the school is serving to a fair degree, at least, the purpose intended. It is difficult to estimate the relative importance of the various factors affecting school attendance. There can be no doubt that improved school buildings, better roads, free transportation, opportunity schools and the operation of compulsory education laws are important factors to be considered. Perhaps the strongest factor in promoting attendance is the increasingly wide recognition by parents, guardians and by the children themselves of the need and value of education.

It is unfortunate that compulsory education laws need ever to be invoked to compel indifferent parents and delinquent children to conform to the high educational ideals and standards set up by the various communities and states of our American Government. Yet this is frequently the case. The most recent available statistics compiled by the United States Office of Education indicate that there are annually about 1/5 of the nation's total school population 5 to 17 years, inclusive, not enrolled in public or private institutions of any type during the year. (See Table No. 1.)

From these figures it may be noted that the greater number of children attend school between the ages of 11 and 12 years but it is also evident that six pupils out of every 100 even of that age group do not attend school at all.

This alone would constitute a serious problem; but far more serious is the flagrant waste caused by non-residence for the years before 8 and after 13. (See table.) It is reported by the United States Office of Education that during the school year 1924-25 there were 8,000,000 children of school age that did not enroll in any school.

Such conditions strongly indicate that in spite of the tremendous educational advancements made by our national, state and local governments from year to year, there are still many serious and even dangerous leaks in our educational systems that must be guarded with courageous vigil if we would ere long be free from the curse of ignorance and its attending evils. It is possible that to abolish illiteracy and to destroy its evil and vicious effects might have been some of the motivating influences that led to compulsory school attendance legislation. In any event this is certainly a laudable ideal toward which every democratic, patriotic and liberty

loving American citizen should be willing to strive.

It is still the problem of legislators, school officials and public spirited citizens and it is from these sources, primarily, that the rank and file must look for greater effectiveness in the administration of public education.

It has been said that "the test of efficiency of any compulsory attendance regulation may be fairly determined by its contribution to the answers to two questions: First, what percent of the total school population does it get into school or otherwise reach? and secondly, how well does it keep them in school or in training elsewhere? Generally speaking, the laws which score satisfactorily in this simple test may well be accepted as satisfactory laws. (See Table No. 2.)

A study of the various features of compulsory school attendance laws and the corresponding school attendance records in the several states indicates that where the laws are more rigid and definite, better attendance and consequently more literacy is the inevitable result. According to experts on the subject the most satisfactory compulsory education laws are those having a fairly high maximum attendance average, a high standard of education for exemption and for labor permits, few and definite exemption clauses with specific requirements of teachers, administrators and attendance officers, and provisions for penalty in case of failure to act. There may be some exceptions, however, but withal the weight of evidence strongly indicates that without doubt compulsory education laws which are more rigid and definite when properly enforced produce a more uniformly high rate of attendance than is the case where such laws are not in force and effect. The following will show some of the features included in compulsory education laws of the several states:

Alabama

(School Code, 1924)

1. Compulsory Attendance Age—8-16.
2. Minimum School Term Required—No minimum term fixed by law.
3. Minimum Attendance Required—Full term, if not less than 100 days. County and city boards of education have power to reduce period to not less than 100 days.
4. Exemptions:
 - a. Fourteen years of age and completed elementary course or equivalent.
 - b. Attendance at private or denominational school.
 - c. No public school within 2½ miles unless public transportation provided.
 - d. Mentally or physically defective.

- e. Fourteen years of age and legally employed.
- 5. Age for Labor Permit—14-16.
- 6. Minimum Education for Labor Permit—Sixth grade.

Arkansas

(School Laws of Arkansas, 1923)

- 1. Compulsory Attendance Age—7-15.
- 2. Minimum School Term Required—Six months, if within taxing limit district.
- 3. Minimum Attendance Required—Three-fourths of time public school is in session. Must enter not later than two weeks after opening.
- 4. Exemptions:
 - a. Children who have completed 7th grade.
 - b. Instruction in private or parochial school.
 - c. Mentally or physically incapacitated.
 - d. Children whose services are needed to support widowed mothers.
- 5. Age for Labor Permit—14-16.
- 6. Minimum Education Required for Labor Permit—Fourth grade.

Delaware

- 1. Compulsory Attendance Age—7-17 (7-16 in Wilmington City).
- 2. Minimum School Term Required—160 days.
- 3. Minimum Attendance Required—Full term. Children 7-14, 160 days. Children over 14 and not having completed 8th grade not less than 100 days.
- 4. Exemptions:
 - a. Receiving instruction elsewhere. Satisfactory evidence.
 - b. Fourteen and completed 8th grade and legally employed.
 - c. Mentally and physically defective.
 - d. School officials may excuse, subject to rules and regulations of State Board of Education.
- 5. Age for Labor Permit—14-16.
- 6. Minimum Education Required for Labor Permit—Completion of elementary course, with exceptions. Every school district in which there reside or are employed 15 or more children, 12-16 to whom employment certificates have been granted shall establish a part-time school, unless excused by state authority.

Georgia

(Georgia School Code)

- 1. Compulsory Attendance Age—8-14.
- 2. Minimum School Term Required—Six months.
- 3. Minimum Attendance Required—Six months.
- 4. Exemptions:
 - a. Completion of 7th grade.
 - b. Temporarily excused for good reasons by local boards of education.
 - c. Attendance at "some other school giving instruction in ordinary branches of English education."
 - d. Temporarily excused by principal or teacher because of bad weather, sickness, death in family or other causes.
 - e. Provided, That no guardian shall be compelled to send such child or children to school out of

any other than the funds belonging to the ward or wards.

- 5. Age for Labor Permit—14.
- 6. Minimum Education Required for Labor Permit—Ability to read and write simple sentences.

Kentucky

(Common School Laws of Kentucky, 1922)

- 1. Compulsory Attendance Age—7-16.
- 2. Minimum School Term Required—Seven months.
- 3. Minimum Attendance Required—Full term.
- 4. Exemptions:
 - a. Completion of full course of instruction offered by public school of the district.
 - b. Attendance at private or parochial school for period equal to term of public school; teachers approved by state.
 - c. Mentally or physically unfit for school attendance.
 - d. Fourteen and legally employed.
- 5. Age for Labor Permit—14-16.
- 6. Minimum Education Required for Labor Permit—Completion of fifth grade.

Louisiana

(Public School Laws of Louisiana, 1923)

- 1. Compulsory Attendance Age—7-14.
- 2. Minimum School Term Required—Seven months.
- 3. Minimum Attendance Required—140 days; entire session if less.
- 4. Exemptions (Parish school board to be sole judge in all cases):
 - a. Completion of elementary course of study.
 - b. Mentally or physically incapacitated.
 - c. Living more than 2½ miles from school of suitable grade for whom free transportation is not furnished.
 - d. Children for whom adequate school facilities have not been provided.
 - e. Children whose services are needed to support widowed mothers.
- 5. Age for Labor Permit—14-16.
- 6. Minimum Education Required for Labor Permit—No provision.

Maryland

(Maryland Public School Laws, 1922)

- 1. Compulsory Attendance Age—7-17 (6-18 for deaf and blind children).
- 2. Minimum School Term Required—180 days for white, 8 months for colored.
- 3. Minimum Attendance Required—Full term.
- 4. Exemptions:
 - a. Fifteen years of age and completed the elementary course.
 - b. Regular and thorough instruction elsewhere during same period and in same studies.
 - c. Physical and mental condition renders instruction inexpedient.
 - b. May be excused for "necessary and legal absence."
 - e. Only 100 days attendance required if between 13 and 15 and regularly and lawfully employed.

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NORTH CAROLINA—FIRST

By E. E. SMITH,

(Address delivered before the College Section, N. A. T. C. S., Petersburg, Va.)

The state in which the first white child in America was born, and from which came the last colored congressman before the militant Depriest—is North Carolina.

The first institution of higher learning now in existence, established for Negro people—is located in North Carolina.

The state that came within one vote of abolishing slavery thirty years before the Civil War, that boasts its skirts clean from the foul blot of lynching longer than any other state of the former Confederacy—is North Carolina.

The state that converted the revenue from the golden leaf, passing through the hands of one that loved his fellow-man, into the Nation's premier university, rising upon a wooded hill near Durham as by a magic touch from Aladdin's wonderful lamp—is North Carolina.

North Carolina is not unmindful of the welfare of its citizenry of African descent who cleared its forests, built its roads, and tilled its soil, long before the advent of modern machinery lightened the drudgery of severe toil and manual labor.

For every phase of Negro life the state has made provision through its five collegiate institutions.

For the preparation of teachers for elementary schools, there are the State Normal Schools at Elizabeth City and Fayetteville.

For the training of elementary school principals and supervisors, the four-year Teachers College at Winston-Salem has been developed.

Preparation for high school teaching and for the learned professions is provided at the only state-supported liberal arts college for Negroes on American soil,—the North Carolina College at Durham.

At Greensboro, the A. & T. College, the state's land grant institution, affords excellent facilities for training in agriculture, the mechanical and technical arts, business, and the applied sciences. It is presided over by our erudite Chairman, Dr. F. D. Bluford.

During the past ten years North Carolina has spent upon these institutions of higher learning two and a quarter million dollars for maintenance.

To feed these colleges, the state maintains 165 high schools, 88 of which are standard four-year institutions.

Why this unquestioned pre-eminence of the Old North State in its treatment of the Negro in its generous provisions for the education of its colored citizenry? The answer must be found in the innate quality of its citizens, white and colored, in the

exalted vision of its leaders, in the noble tradition which they have fostered.

The fires of hate kindled by a corrupt reconstruction era were still ablaze when Governor Zebulon B. Vance, in his inaugural address of 1877, declared:

"I regard it as an unmistakable policy to imbue these black people with a hearty North Carolina feeling, and to make them cease to look abroad for the aids to their progress and civilization, and the protection of their rights, as they have been taught to do, and teach them to look to their state instead; to convince them that their welfare is indissolubly linked with ours."

The bitter red shirt campaign with its enactment of the grandfather clause was vivid in the memory of every Tar Heel citizen when Governor Charles Brantley Aycock uttered these memorable words:

"We hold our title to power by the tenure of service to God, and if we fail to administer equal and exact justice to the Negro, we shall in the fullness of time lose power ourselves, for we must know that the God who is love, trusts no people with authority for the purpose of enabling them to do injustice to the weak."

And again, another North Carolina educational statesman, Dr. N. C. Newbold, in an address at the recent session of the North Carolina Negro Teachers Association, said:

"Optimism, good-will, and cooperation have been the key notes. Attention has been deliberately directed to the good things—the gains and the progress that have been made. Wide publicity has been given to the fact that "within the last decade North Carolina has made what may be termed a provable unit of progress in Negro education, it has taken definitely and consciously a step ahead in behalf of a whole race of its people, and there have been actual and unquestioned benefits to the state—both material and spiritual."

It is this native courageous, noble leadership, coupled with the above ideals, that has caused North Carolina in the field of Negro education, to rise like a heaven-kissed hill from the morass of reaction, penury, and prejudice which surround so many of the commonwealths of our fair land of Dixie.

(Continued on next page)

The drive for memberships in the National Association of Teachers in Colored Schools continues to gather in momentum. A large number of teachers throughout the country are taking an interest in the campaign. If every member will get a new member we shall reach our goal. If you are interested in promoting the interest of the organization, write to the Executive Secretary, Wm. W. Sanders, Box 752, Charleston, W. Va.

FACTS ABOUT STATE HIGHER EDUCATIONAL INSTITUTIONS FOR NEGROES IN NORTH CAROLINA

1. Permanent Improvement Appropriations

SCHOOL	1920-22	1923-24	1925-26	1927-28	1929-30	Total
A. & T., Greensboro.....	\$115,000	\$445,000	\$ 40,000	\$ 40,000	\$ 25,000	\$ 665,000
S. N. S., Elizabeth City.....	166,000	173,000	30,000	10,000	12,500	391,500
S. N. S., Fayetteville.....	166,000	123,000	30,000	20,000	50,000	389,000
N. C. College, Durham.....	*	*	30,000	200,000	45,000	275,000
T. C., Winston-Salem.....	166,000	173,000	30,000	55,000	.....	424,000

*Not owned by State during these years.

2. Maintenance Appropriations

A. & T., Greensboro.....	\$ 60,000	\$120,000	\$127,500	\$130,000	\$130,000	\$ 567,500
S. N. S., Elizabeth City.....	**75,000	†300,000	76,000	78,000	76,000	†605,000
S. N. S., Fayetteville.....			72,000	76,500	80,000	228,500
T. C., Winston-Salem.....			88,000	95,000	102,400	285,400
N. C. College, Durham.....			60,000	80,000	93,000	233,000
TOTALS.....	\$135,000	\$420,000	\$423,000	\$459,500	\$481,400	\$1,919,000

**For Elizabeth City, Fayetteville, Winston-Salem, and Durham.

†For Elizabeth City, Fayetteville, Winston-Salem, and Durham.

‡Contains total appropriated for all state higher educational institutions for Negroes.

3. Enrollment

	W. Salem	Fayetteville	E. City	Greensboro	Durham	Total
1921-22.....	10	4	24	80	—	118
1922-23.....	16	5	31	57	.....	109
1923-24.....	33	19	32	(no record)	19	103
1924-25.....	90	43	47	39	32	251
1925-26.....	144	55	44	48	62	353
1926-27.....	171	97	43	65	68	444
1927-28.....	177	180	87	103	167	714
1928-29.....	263	238	133	220	230	1084
1929-30.....	310	304	196	275	195	1280
1929-30 (Final Enrollment).....	.....	.....	.....	.....	.....	1320

For the first month of the session.

4. Training of Staff

In the institutions of higher learning for Negroes in North Carolina there are forty-nine (49) teachers with one year of graduate training beyond the standard bachelor's degree, and seven (7) with two or more years of graduate study.

Comparative Facts as to White and Negro College

5. Enrollment

Enrollment in state and private colleges in North Carolina, 1928-29: White, 17,131; Negro, 2,000.

Number attending college, per thousand population, 1928-29: White, 8; Negro, 3.

The statement immediately above is based on the estimated population for 1928, 2,138,000 whites, 73%; and 800,000 Negroes, 27%.

When the Negroes shall have attained the present ratio per thousand for the whites attending college (8 per thousand), the enrollment in Negro institutions of higher learning would be approximately 6,400, or a little less than three times the present enrollment.

These figures and estimates are for state and private higher institutions.

6. Comparison of Total Number of Graduates from Accredited High Schools with the Number Entering Colleges

Year	Total Graduates	Number Entering College
1924-25	1012	465
1925-26	1149	627
1926-27	1540	827
1927-28	1719	926

7. Donations

The General Education Board has contributed to Negro education in North Carolina the sum of \$1,072,233.57. Of this sum, \$488,601.30 was expended on the public phases of education, going almost entirely to institutions of higher learning. This does not include the latest gift of the General Education Board, \$35,000 to the State Normal School at Fayetteville, final arrangements for which were completed only a few days ago.

The Rosenwald Fund, during the year 1929-30, appropriated to North Carolina Negro colleges, \$85,000 for buildings, \$26,000 for libraries, and \$6,500

(Continued on page 28)

PROVISIONS FOR PREPARATION AND TRAINING OF NEGRO TEACHERS

By LEO M. FAVROT

It was not found possible to make an exhaustive study of the present provisions for the preparation and training of Negro teachers. Neither was it possible to assemble comparative data on the facilities for training white teachers in the seventeen states in which there are separate schools for white and Negro children. An effort will be made, however, to point out significant facts in provisions for training Negro teachers and to make a few general statements with regard to the provisions for training white teachers in these states.

Present Status of Negro Teacher Preparation

Recent state reports and surveys enable us to give some facts with regard to the present status of Negro teacher preparation in five states. The State of North Carolina reports 79.4% of its teachers with standard preparation. By this term we understand that this proportion of the teaching force has completed high school and has at least one summer of professional credit.

In a recent study of Negro teacher preparation in Louisiana directed by Mr. N. C. Newbold of North Carolina, it was found that 35.1% of the teaching staff have two years' training above high school, or four years' college training.

A recent survey of the State of Florida shows that in that state, only 19% of the teaching staff have the training of high school graduation and higher training, while 50% of the teachers rank lower in the scale and are said not to have much more than the equivalent of an eighth grade education; 31% of those teaching have no certificates at all.

In 1926, in the State of Mississippi, out of 3,181 teachers in summer school, 16% ranked below high school in their preparation, 56% had training less than high school graduation and only 28% ranked as high school graduates and higher.

In the report of the State Department for Arkansas in 1927, out of 658 teachers in twenty-five counties, 14% had no high school training and 77% no college training; 9% were above high school graduation and 3.5% were college graduates.

These figures indicate that the situation with respect to preparation of Negro teachers varies considerably in the southern states. They also indicate clearly that in many of the states considerably more than half the teachers are not even high school graduates. Indications of progress, however, are shown in data from two of the states. Ten years ago in North Carolina only 45.7% of the Negro teachers were standard teachers as against 79.4% at this time. In the State of Louisiana, the proportion of teachers who have two years or four years of college training has risen in six years from 14.9% to 35.1%. There is ample evidence in these figures of vast improvement in these states.

Types of Agencies Engaged in Training Teachers

Five of the states, Alabama, Virginia, Kentucky, Louisiana and Maryland, provide each one normal school. The State of North Carolina provides two normal schools and one teachers' college. Located outside of the region usually considered strictly southern, in Pennsylvania and West Virginia, there are found normal schools, many students of which find positions in the lower South. Four cities supply facilities for giving teacher training two years beyond the high school. These institutions are engaged primarily in the task of training teachers.

There are seventeen A. and M. colleges located in these seventeen states, many of them having normal school departments, and several have the word "normal" appearing in their names. These schools train, as a rule, many types of teachers, such as elementary teachers, high school teachers, and special teachers of agriculture, trades and home economics. In a state like North Carolina with three state teacher training institutions, the work of the A. and M. college is confined, in the main, to training agricultural and technical teachers.

In addition to the state institutions, there are approximately sixty liberal arts colleges and special institutions, such as Hampton and Tuskegee, that are engaged in the training of teachers. Approximately half of these have recognized teacher training departments and practically all of them are affiliated with the state departments of public instruction in the states in which they are located and their graduates are certificated for certain types of work.

Two other agencies might be mentioned as engaged in the training of teachers. A number of institutions are giving extension courses, and most of those enrolling in these courses are teachers. In one state, Arkansas, extension courses for Negro teachers are offered by the State University and the State Teachers' College, both white. Credits received from these institutions are generally accepted by Negro institutions within that state. Summer schools should probably be classified as separate agencies, although most summer schools are now located at permanent institutions and teachers attending them receive credit for the work as do students in the regular term. It is through extension courses and summer schools that much of the training in service is received.

State Institutional Provisions for Training Teachers

The past few years have seen marked improvement in the provisions for the training of Negro teachers. Larger investments in the state school plants and better boarding facilities give the students the opportunity to work under fairly satis-

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DILLARD UNIVERSITY AND THE MERGER OF NEW ORLEANS UNIVERSITY AND STRAIGHT UNIVERSITY

By O. E. KRIEGE, President of New Orleans University.

Many readers of the Bulletin have heard some reports of this merger and are entitled to a reliable account of the steps so far taken.

Both New Orleans University and Straight University have been cramped for room for years as neither school has scarcely more than a city square to house its buildings and campus activities. Moreover the present sites leave no room for expansion or for new buildings as they are entirely surrounded by residences in an exclusively white area. For this reason each school has been eager to secure a larger tract somewhere within the city in order to build up a campus and college plant adequate to present and future needs.

Meanwhile, about two years ago a quiet but careful study of New Orleans as an educational center for the negro youth of the South was made by a representative of one of the great philanthropic boards. He was convinced by this study that New Orleans is strategically located to become the seat of an outstanding educational institution. New Orleans has the largest negro population of any city in the South. Within a radius of 500 miles there is a negro population of nearly five millions. Moreover the city is accessible to all southern states, to Central and South America and the West Indies. New Orleans is now a great educational and medical center for the white population and could become equally important for the colored population.

As a result of this investigation a letter was addressed to the board of Education of the Methodist Episcopal Church and to the American Missionary Association (Congregational Church) calling attention to the above facts and asking if either of the colleges operated by these boards were ready to undertake a far bolder educational program than at present, or if a merger of the two colleges might not be effected. Both schools have had a similar origin, purpose and history. Straight University dates from 1869 and New Orleans University from 1873. Both schools were born of the missionary spirit of great Northern churches and out of the sympathetic appreciation of the pitiable plight of the many thousands of Negro children, who were as sheep without an educational shepherd; for the impoverished South had little money for the education of the white children to say nothing of the colored children, from whom the shackles of slavery had so recently been stricken.

The letter mentioned above was the beginning of a chain of events which in the not distant future will eventuate in a new and larger institution of learning by the complete merger of Straight and New Orleans universities into a new institution to be known as "Dillard University." While the representative who made the study did not and could not

commit the philanthropic boards to a financial backing of the proposed merger, yet the inference was justifiable that the Julius Rosenwald Fund and the General Education Board among others would give such an educational program their generous financial support. Mr. Rosenwald's interest in Negro education is too well and too favorably known to need comment here, and the recent fine support given to Negro educational enterprises by the General Education Board gave further support to the hope for financial aid for the new enterprise.

The two church boards gave this project their approval; the local trustee boards and faculties also took favorable action, though loyalty to each school made that step difficult. The larger educational opportunities for the Negro youth of the Southland seemed to call for this sacrifice of local preferences. On February 21, 1929, representatives of the church boards together with the college executives and others met with the representatives of the Julius Rosenwald Fund and of the General Education Board in the office of Bishop R. E. Jones, D.D., and on the following day met with a special committee of the Association of Commerce, which had tendered its good offices in putting across the proposed plans and in securing a satisfactory site.

New Orleans University was represented by Secretary M. J. Holmes, Dean T. F. Holgate and Prof. Grant of the Board of Education, Bishop R. E. Jones and President Kriege. Straight University was represented by Secretary Fred L. Brownlee, Mr. Charles B. Austin, members of the A. M. A., President O'Brien and Dr. La Branche, Dr. Edwin R. Embree spoke for the Julius Rosenwald Fund and Dr. Leo. M. Favrot for the General Education Board. The points agreed to in this first meeting were: the basis for the merger, namely an equal interest for the two colleges concerned; the name for the new institution, namely "Dillard University;" the purpose, to establish a great cultural institution ultimately with strong graduate and professional departments and a preliminary forecast of the amount involved in securing a site and the necessary buildings and equipment. The special committee of the Association of Commerce heard these reports on the following day with a great deal of satisfaction and pledged its earnest support in carrying forward the program. Among those present were Mr. Alfred Danziger, President of the Association and Dr. A. B. Dinwiddie, President of Tulane University.

The announcement of the name of the new school "Dillard University" met with instant favor among all classes. Concerning Dr. Dillard we quote from an article by Dr. W. W. Alexander as follows: "Nearly thirty years ago one of the most brilliant

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A REVIEW OF THE BOOK, "AN EXPERIMENT WITH A PROJECT CURRICULUM"

(By Ellsworth Collins, University of Oklahoma, 1929. Macmillan Co., New York City)

By A. S. SCOTT

The book is a report of an experiment in rural school curriculum making based on the project method as defined by Professor William H. Kilpatrick. The book is written in three main divisions: (1) statement of the principles which controlled the experiment; (2) an account of the application of these principles in a typical country school; and (3) an attempt to evaluate these principles in furthering the growth of boys and girls in terms of certain outcomes of the work.

Like Meriam, the author feels that the school is not a vestibule of preparation through which the child passes into adult life. "Childhood is a real period of life to be lived for itself." The child must live fully each day. The curriculum is a living thing.

The author warns the reader that the findings in this book are the outcome of a single experiment and as such the conclusions are necessarily tentative. Other investigations are necessary before we accept the results as final in the field of rural education.

The usual school teaches "subjects," such as arithmetic, spelling, or geography, and measures success in terms of one's ability to stand certain tests which today are being standardized. In contrast to this method Professor Collins uses as his aim, not the mastering of certain conventional knowledge, but the bettering of the present child life of his pupils.

Consequently, Collin's idea is unmistakably at variance with the usual school technique. There are four distinct ideas in his position: (1) the pupils must purpose what they do; (2) actual learning is never single—concomitant learnings are universal; (3) all learning encouraged by the school is so encouraged because it is needed here and NOW to carry on successfully present enterprises; (4) the curriculum is a series of guided experiences so related that what is learned in one serves to elevate and enrich the subsequent stream of experience, which idea Professor Dewey calls, "continuous reconstruction of experience," or activity leading to further activity. In its essential aspects this school is similar to Meriam's school.

Collins used the equivalent group method of experiment in education. Three typical rural schools located in McDonald County, Missouri, were used; the experimental school had an enrollment of 41 pupils; the other two schools, the control school, had a total of 60 boys and girls. The ages ranged from 6 to 16. All three schools had certain approximate equivalent factors in school achievement, nationality of parents, wealth, conduct of pupils in the community, social status, length of school term, supervision, library facilities, and number of teachers and their ages, tenure, salary and training. In

one case a pupil of a high I. Q. rank was excluded from the experimental school because a similar one was not found in the control group. After the first few months of work in the control school an additional teacher was employed.

The variable factors of importance were: the curriculum; extra library equipment for the control school; text-books; number of pupils and teachers; community meetings which lengthened the experimental school one day each week; supervision which was four times that of the control school; and the experimental school was a demonstration school for the 120 county teachers.

The control school used the State Course of Study for Elementary Schools in the State of Missouri for the year 1919. The number of daily recitations was 25; the time ranged from 5 to 20 minutes, averaging about 14 minutes for each class. The traditional city school curriculum was consistently followed for the four years. School ran for 8 months; it opened and closed at 8:50 a. m. and 4:00 p. m. respectively. Recess and noon amounted to 1 hour and 10 minutes.

The experimental school used a three group plan with stories, handwork, play and excursions as the four principal content subjects. Each group used 30 minutes daily in each of the four subjects; school opened at 9 a. m. and closed at 4 p. m.; 1 hour and 30 minutes were given to luncheon and playground games. As is usually the case in the country, the children divided themselves automatically in the three age groups: (1) ages 6-7-8; (2) ages 9-10-11; and (3) ages 12-13-14. The work was so arranged that all three groups could work at the same project at the same time. Excursions were often made together.

In the excursion projects the pupils suggested the study of a sunflower for example. Visits were made to homes having sunflowers: discussions at the homes were made; flowers were drawn; notes were taken; associated projects were made. The wild sunflower was studied.

In the hand projects probably Jim wanted to make his mother an ironing board. He studied Blackburn's Problems in farm woodwork; he planned his work with the aid of the teacher; he talked with students who had made one; bills for the lumber were made; a full written plan was made out with name, apparatus, materials, and method. Criticisms were made by the class. There were also associated projects.

The pupils voted to play certain games; scores were kept; rules studied; the outcome of the games

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THE PRESENT STATUS OF COLLEGE EDUCATION AMONG NEGROES

Continued from page 8)

leges, would be approximately 20,000. This figure seems somewhat excessive when checked against the more complete returns of the study of the "Crisis," appearing in the 19th educational number of that magazine. The estimate there made gives a total of 19,000 of which 750 attend schools not denominated as Negro colleges.

Of the 34 four-year colleges reporting their total enrollment for 1929-30, 9 show less than 100 college students. At the same rate, for the entire list of Negro colleges, we should expect about 20 schools whose enrollment falls below the 100 mark. The maximum enrollment reported by any one college is 1890 and the minimum 39.

Size of Faculties

Because of the relatively small enrollment in most of our colleges the ratio of students to teachers is satisfactory. The 34 colleges reporting a total of 9,320 students, also report 699 teachers, a ratio of less than 14 students per teacher. This would compare favorably with the ratio in our most favored colleges of the north where ratios of from 8 to 24 are quite common. This favorable showing, however, is somewhat marred by the fact that many of the teachers included in the total give only part-time service in purely college work.

Training of Faculties

The returns show very definite efforts toward improving the quality of the faculties by more extended training. While the complaint was frequently found in the report of the Bureau of Education Survey that too many persons with no degrees at all are members of college faculties the present study finds that such cases are very rare. The proportion of persons with advanced degrees has very definitely increased while reports on the item, "other graduate work" indicate genuine efforts in the right direction.

In spite of all the optimism that we can muster, however, the fact still remains that the weakest point in the Negro colleges is the academic quality of their faculties; and it is at this point that they are likely to suffer most in any adequate rating. In several of the colleges reporting, fifty per cent or more of the members of the faculties have earned master's degrees but in most colleges a large majority of the members of the faculties have not done so. Doctors of Philosophy are still so rare that their services are at a premium. Howard has 17 in its college of about 90 members. Within a year the members will in all probability be increased to 33 or approximately one-fourth the entire college faculty. It will take several years of the most serious and sacrificial effort to correct this condition.

Much is being done in this direction by the philanthropic boards, both by the provision of fellowships and by generous contributions toward better salaries. The General Education Board contributed \$30,000

for fellowships in 1928-29 and \$40,000 during 1929-30. It made an appropriation to Fisk of \$125,000, available over five years, toward the salaries of members of the teaching staff in the college department. To Howard it granted \$29,000, available over a five-year period for fellowships for teachers in the Department of Natural Science and \$80,000, available over four years, toward salaries. The Rosenwalk Fund makes generous grants for this purpose, and the Slater Fund makes contributions toward the salaries of teachers of English and Sciences. During 1928-29, it contributed to Negro colleges for this purpose, \$42,075 and for the same purpose \$45,450 in 1929-30.

Salaries

The whole question of the quality of a faculty is related to the question of Salaries. No sophistries about duty, sacrifice and the glory of working for the love of the task can cover up two most important facts. They are:

1. That in order to recruit first-class material into the teaching profession something more substantial economically must be offered than the pittance generally available today even for college teachers and,
2. That the institutions that pay the most get the ablest teachers.

The modern scholar has something to sell and, except in rare cases, he sells in the highest market—the sane thing for any normal human being to do.

Some of our public school systems today are seriously threatening our college faculties. At Howard two of our teachers were barely saved and a public school system actually took a young teacher from Fisk for a salary starting at \$4,000 and running to \$4,500. According to the returns received, in the present study, the average salary paid to college teachers is less than \$1,500 a year. If Howard is omitted from the calculation the average falls still lower.

Action should also be taken by every college board to provide sabbatical leave for their teachers, a practice quite common in the colleges of the country with which we must be compared. While no facts were gathered on this point, it is a matter of common knowledge that in most of our colleges, teachers take leave of absence without compensation.

Income

By implication, at least, the burden of the argument has been for more income. The Southern Association sets the minimum figure for annual income at \$50,000, at least, \$25,000 of which must be exclusive of students' fees. On the face of the information derived from the returns, only two of the thirty-three colleges furnishing usable data on this item would fail to qualify for approval. Further study of the returns, however, reveals the fact that twenty-four of these colleges maintain secondary schools while only nine devote the reported income entirely to work above secondary grade.

However disagreeable it may be to talk about the

filthy lucre it still remains a stubborn fact that it takes real money to run a college. In the book entitled, "The Effective College" published by the Association of American Colleges, one section written by President D. J. Cowling of Carleton Colleges is devoted to the financial needs of a college of one thousand students. He computes the need of an annual income of \$589,617.50 to cover purely educational expenses of which \$250,000 would come from student fees and \$339,617.50 from an endowment of \$6,792,-350 invested at five per cent.

It must be remembered that these figures are not fantastic but are given by a serious, competent college executive after a careful study of the actual requirements for college education according to American standards. If we are to meet these standards we must repeatedly remind ourselves that there is no magic by which we can constantly and regularly perform the pedagogical miracle of making bricks without straw. If rigidly tested by the actual income available and used for the educational expenses of students of strictly college grade, a number of our colleges would suffer the embarrassment of immediate disqualification.

LIBRARIES

Most notable has been the improvement in library facilities both in books and buildings. Nearly every college reporting, indicates increases in usable books in value ranging from three thousand to thirty thousand dollars. New library buildings for Fisk and the Atlanta group are being provided costing nearly half a million dollars each.

The thirty-nine colleges report an addition in buildings amounting to nearly two million dollars for the past year or a sum estimated at four million for the whole group. This estimate does not include nearly a million and a half dollars available at Howard for additions to the plant at the present time and as yet unused now the library buildings at Fisk and Atlanta.

One of the principal objects of this study as stated in my letter of transmittal, was to determine the extent to which the colleges have been correcting the deficiencies pointed out by the Bureau of Education Survey of 1928 so as to determine roughly the present status of higher education among Negroes as judged by accepted standards. A number of schools replying to the questionnaire definitely pointed out the directions in which improvement had been made while the majority permitted the facts to speak for themselves. Excerpts from two sample letters are here quoted as specific examples of improvement.

Xavier University,

New Orleans, Louisiana.

"I am returning herewith the questionnaire which you requested us to fill out. Please pardon the delay in sending it. Both the President and the Dean are out of town; hence the delay in attending to your request.

I would like to call your attention to the following improvements that have been made since the Survey of Negro Colleges and Universities was published, which, as you will see by referring to the Survey, are right in line with the recommendations made by the committee.

1. Two city blocks have been purchased as a site for a new college building. One block has been fenced in for an athletic field, and a grandstand has been erected on it—or rather a portion of a grandstand—it is not complete. A college building will be erected in the course of a few years.

2. About 1800 volumes have been added to the library in the last three years.

3. Additional equipment has been bought for all the laboratories, and facilities have been provided for the study of bacteriology.

4. The school of pharmacy has all full-time professors, in fact we did not employ any part-time teachers during the past year. However, we combine some of the classes, putting arts and science students in the same classes with pharmacy students; we can do this because the classes are small.

5. Two members of our faculty are on leave of absence now studying for their doctor's degrees, and a third is doing master's work in summer sessions.

Very truly yours,

Bishop College,

Marshall, Texas.

"I am submitting herewith a report which shows the general trend of Bishop College since the survey made by the Department of Education. We were unable to find the statistics for the year 1927-28. It required too much time for us to search for them and I was fearful that it would delay this report. It may be of interest to note the present administration has been in charge for only a year, having taken over the plant on June 1, 1929. I think that we have carried out to the letter the recommendations of the Department of Education, which are as follows:

First: The program has been differentiated from that of Wiley College located here in the city of Marshall. In that we are laying plans for a School of Education; School of Music; School of Business Administration, and a School of Theology. This plan has the approval of the important boards in the country as well as the board of control here.

Second: The curriculum in Education has been extended as can be noted in our catalogue sent to you under separate cover.

Third: The interest on the endowment is now paid to the institution separate from

the donation of the American Baptist Home Mission Society.

Fourth: A full time registrar has been employed to take care of student records.

Fifth: The standard of training of the faculty has been greatly improved. We have given a leave of absence to two teachers who do not have their Master's degree or its equivalent. Only teachers in the School of Music and Theology are employed without Master's degrees.

Sixth: This administration has not and will not employ any one to teach who has not qualified for a Master's degree in the field he wishes to teach with exception of the Schools of Music and Theology.

Seventh: The teaching load has been reduced to fifteen clock-hours, except one who has eighteen. The teachers with over 500 student clock-hours are those given lecture courses and hence some of their classes, have 70 or more students.

Eighth: The figures will show that there has been an increase for library books and magazines.

Ninth: The average salary for the teachers is now \$275.00 above that of the time of the report.

Tenth: The institution offers no work below the college grade.

Eleventh: Our Department of Physics was discontinued this year, because of the lack of a competent teacher and the equipment; while no special reference was made to physics, we did not believe it up to standard. For the next term we have employed a teacher who holds a Master's degree with a major in Physics from the University of California to teach Physics. Approximately \$2,500.00 will be spent in putting the laboratory in shape and for equipment.

We shall invite Professor Arthur D. Wright, of the Association of Colleges of the Secondary Schools of the Southern States to inspect our school in the early fall."

Respectfully yours,

Such statements could be multiplied but these two suffice to indicate a willingness to respond to expert advice.

CONSOLIDATIONS

It has frequently been suggested by interested persons and definitely stated by both surveys mentioned above that the consolidation of two or more colleges in certain places would contribute to economy and efficiency. It was freely argued, however, that personal ambition and denominational interests would prove an insurmountable obstacle to such mergers. During the past year two noteworthy examples of the possibilities in this direction have been furnished at New Orleans and Atlanta.

The following quotations from printed material available tell the story.

"On April 1, 1929, an agreement was completed between Atlanta University, Morehouse College, and Spelman College for the affiliation of the three institutions in a university plan, the graduate and professional work to be carried on by Atlanta University, the college work to be done by Morehouse College and Spelman College. Under this arrangement, Spelman College and Morehouse College would continue as previously, each under its own Board of Trustees and its own management, but changes would immediately take place in Atlanta University. The first step toward coherence was the reorganization of the Board of Trustees of Atlanta University to include representatives nominated by the Boards of Trustees of Morehouse College and Spelman College, and additional members to be elected at large.

By pooling resources it has been possible to offer this year fifteen courses, which are to form the nucleus of the graduate work. They are in the departments of Biology, Chemistry, Economics, Education, English, French, History, Home Economics, Latin, Mathematics and Social Science, and correspond to what are called 100-point courses in most graduate schools, open to senior college and graduate students. A higher passing grade, and perhaps additional work, is required in order to receive credit toward a Master's degree. These senior graduate courses form a bridge between the undergraduate work previously done and the development of the graduate school."

At New Orleans an even more drastic change is in process. Two colleges are to completely merge into a new university in which each loses its identity completely. The following statement by President O. E. Kriege of New Orleans University, explains what is being done.

"As is pretty generally known a study of the educational situation in New Orleans was made about two years ago by a representative of one of the great philanthropic boards. This study convinced the representative that New Orleans was strategically located to become a leading educational center for Negroes in the United States. New Orleans has the largest Negro population of any Southern city. Within a radius of 500 miles there is a population of five million Negroes. Moreover, New Orleans is already known as a great educational and medical center for the white population and should become equally important for the colored population.

This representative addressed letters to educational boards which operate New Or-

leans University and Straight University calling attention to the above facts and asking if either college were ready to undertake a far bolder program than at present or if a merger of the two colleges might not be affected. This letter was the beginning of a chain of events which in the not distant future will result in a new and larger educational institution by the merger of New Orleans University and Straight University, which new institution is to be known as "Dillard University."

Dillard University is to begin with an expenditure of \$2,000,000 for site, buildings and equipment. Of this sum the two church boards contributed \$1,000,000, the General Education Board, \$500,000, the Rosenwald Fund \$250,000 and the citizens of New Orleans are asked to contribute the remaining \$250,000. The campaign for this \$250,000 is already under way and the managers are optimistic as to the success of this venture.

It will be at least two years before a new campus can be secured and a new group of buildings erected and made ready for occupancy. Meanwhile both New Orleans University and Straight University will "carry on" in their present plants. Buildings, equipment, faculties and curricula will be kept at par and students at either school will find a fine loyalty of alma mater and a joyful anticipation of the enlarged educational facilities soon to open for them in Dillard University. Well qualified and earnest students are invited to come to New Orleans University for the Summer Quarter which will begin Monday, May 12th, and will continue for ten weeks, six days a week."

It is to be hoped that these two leads will encourage cooperative adjustments elsewhere. The Negro college is far too poor to continue wasteful expenditures through useless duplications. Unselfish statesmanship can bring about the needed adjustments.

In conclusion it seems well to say that, within the obvious limitations of such an address as this, an effort has been made to present some of the significant facts with reasonable comment relative to the field of higher education for Negroes. The intention of these remarks has been to emphasize the necessity for meeting standards. This attitude has been based upon two assumptions: First, that the academic and professional standards set up for higher education in America are justifiable; and, second, that Negro colleges and universities should not and do not wish to be judged by any other standards than those generally approved. Of course, either or both assumptions are seriously open to question. It may be that American colleges are

beating the air and following false gods. If so, the Negro college has a great opportunity to make an important contribution to civilization by setting up new goals and establishing new standards. The solution of this perplexing question, however, is for another generation.

Tuberculosis and the Negro

(Editorial by Dr. Philip P. Jacobs, Editor, "Journal of the Outdoor Life." Used by Permission.)

Among the outstanding facts with regard to tuberculosis among Negroes in the United States is this, that the death rate is two and one-half and in many instances, three or four times that of the white death rate in the same locality.

In Tennessee the death rate of Negro children in the elementary schools has been found to be ten times that of the white children of the same age. It is also generally agreed that tuberculosis in the native habitat of the Negro in Africa was entirely unknown, or relatively unknown at the time of the beginning of the slave importation to America.

Tuberculosis has acted among the Negroes in a manner characteristic of its manifestations in other primitive peoples. It also seems apparent that in slavery days when the Negro generally was well housed and well fed, the incidence of tuberculosis was apparently much less than it is now. With the advent of freedom and the consequent compulsion of economic conditions both in wages and in housing, the death rate among Negroes rose steadily. Within recent years, however, it has been showing a decline.

Whether the Negro has any inherent biological susceptibility to tuberculosis that is different from that of other people, is a much disputed point. It is, however, agreed even by those who contend most vigorously for the biological hypothesis, that the environmental factors of scanty means of support, over-crowding, ignorance of the elementary rules of personal hygiene, superstition and many other social and economic evils that attend a lower standard of living, have played a prime role in the large tuberculosis mortality and morbidity among Negroes.

However, against this somewhat dark picture, there seems to be evidence on the other hand, to lead to the conclusion that the Negro will respond to health teaching and to favorable environment if given an opportunity. While the death rate from tuberculosis among Negroes at the present time is higher than that among whites, the rate is also declining apparently at about the same ratio as among whites. The picture, therefore, is not a hopeless one. In many respects the Negro tuberculosis problem is analogous to that of the white problem twenty-five or thirty years ago and there is every reason to believe, therefore, that if the same type of intensive effort is expended on the control of tuberculosis among Negroes that has been employed in the last two decades among whites, equally favorable results can be obtained.—P. P. J.

HOW MUCH ENGLISH GRAMMAR IN HIGH SCHOOL?

(Continued from page 9)

4. In studying for an examination his eyes were strained.

Adjectives and adverbs should be stressed so that students will know why they should say:

1. She looks beautiful.
2. I feel badly. (Sense of touch impaired.)
3. I feel bad. (In bad health or spirits.)
4. He fastened the door secure.

High school teachers everywhere would rejoice if they knew that every student in their classes could use fluently the principal parts of "wake," "spread," "hang" (to suspend by the neck), "begin," "drown," "lie," "lay," "burst," "swim." How happy teachers would be if they were able to teach students how to write a correct sentence which is one free from all errors in grammar, spelling, and punctuation and one that has individuality.

Professor Barry Cerf, Department of Romance Language of the University of Wisconsin, says: "Our students come to us from high school so ignorant of the elements of English grammar that before we can teach them French grammar, we must teach them English grammar."

Professor B. G. Morgan, Department of German in the same University, made the following statement: "Not only does the freshman come to us with the haziest notions about participles and infinitives, prepositions and particles, sentences and clauses; in only too many cases he does not even know what these terms mean, and still less has he any conception of the value of knowing anything about them. If the grammar schools are to remedy this situation, they must do two things: stress the importance of grammar per se, and vivify the instruction in grammar so as to gain the willing cooperation of the pupil in the study of its fundamentals."

The test below was given at the University of Wisconsin.

Test in Elementary Grammar

Your name: _____ Your instructor's name: _____

State in your bluebook how many years of high school (or other secondary school) English you have had, and in what schools. (In naming the school, give the name of the city and of the state in which it is situated.)

1. In the following passage a series of expressions are set down as sentences. Please underline (on this sheet) each of these expressions which does not constitute a grammatically complete sentence:

"His first object was to seek an interview with Mr. Brown, his former employer. And accordingly, early in the morning Jim set off on his walk to the shops, where for so many years his days had been spent. Where for so long a time his thoughts had been thought. His hopes and fears experienced. It was not a cheering feeling to remember that henceforward he was to be severed from all these familiar places. His spirits further being dampened by the evident feeling of the majority of those who had

been his fellow-workmen. As he stood in the entrance to the foundry, awaiting Mr. Brown's leisure, many of those employed in the works passed him on their return from breakfast. While, with one or two exceptions, he received no acknowledgment of former acquaintance beyond a distant nod at the utmost."

II. In the following passage underline once every independent clause (sometimes called principal clause); twice every dependent clause (sometimes called subordinate clause).

"When we arrived in Los Perros, a prosperous little town in Arizona, I suggested to Bassett that we try our luck there. He agreed, saying that all towns looked alike to him, since he worked mainly in the dark. Los Perros was the town where Montague Silver, my instructor, lived; and I had in mind a little scheme by means of which I hoped to make some money with Silver's assistance. To Bassett, whose lack of confidence in my business judgment I very well knew, I said nothing about this enterprise."

III. Write a brief passage (on any subject you please) containing two or more independent and two or more dependent clauses. Underline once every independent clause; twice every dependent clause.

IV. (a) Write a sentence containing a participle: underline the participle; (b) write a sentence containing an infinitive; underline the infinitive.

V. (a) Write a sentence containing an absolute phrase; underline the absolute phrase; (b) write a sentence containing a relative clause: underline the relative clause.

VI. (a) Write a sentence using a proper noun in apposition: underline the noun; (b) write a sentence containing a verb in the past (imperfect) tense and in the passive voice.

VII. (a) Write an imperative sentence; (b) write a complex sentence.

VIII. Name four co-ordinating conjunctions; six prepositions; eight subordinate conjunctions; four conjunctive adverbs.

IX. In the following passage various expressions are underlined. (a) Copy into your book each underlined expression; (b) opposite each expression, give its grammatical name and its precise grammatical construction.

That there was a strong sentiment of disapproval among the audience suddenly struck me. I immediately resolved to discover the cause. Upon questioning my neighbor, I learned that the candidate whom the senator had attacked was a soldier recently decorated for bravery.

X. Explain briefly in definite grammatical terms what is wrong in each of the following sentences:

(a) The completion of the plans for entertaining our guests were handed over to the committee.

(b) She is one of those women who always has her hands full of social duties.

(c) Give the money to whomever needs it most.

Approximately the whole of a fifty-minute period

was devoted to the examination. The papers chosen for special study were: (1) the first one hundred Freshmen English papers taken up which had been written by students who had done work in Wisconsin high schools or other secondary schools, and in which the entire ten questions had been answered; and (2) the first one hundred Sub-Freshman English papers taken up which had been written by students who had done work in Wisconsin high schools, and in which not less than six questions had been answered. (Very few students in Sub-Freshman English were able to finish the examination.) The total two hundred students concerned represent some one hundred and nineteen public high schools of the state and ten private secondary schools.

The results of the test are indicated below:

In the following table "3 out of 100" means 3 correct, or substantially correct, answers out of the 100 concerned, etc.

Question	Sub-Freshman English	Freshman English
1	3 out of 100	35 out of 100
2	4 out of 100	7 out of 100
3	34 out of 100	49 out of 100
4	39 out of 100	57 out of 100
5	0 out of 100	3 out of 100
6	9 out of 100	33 out of 100
7	30 out of 100	55 out of 100
8	1 out of 100	4 out of 100
9	11 out of 100	7 out of 100
10	5 out of 100	25 out of 100

In the following table the results of the test are viewed from a different angle:

	Sub-Freshman English	Freshman English
Students answering 10 correctly	0	0
Students answering 9 correctly	0	0
Students answering 8 correctly	0	3
Students answering 7 correctly	0	1
Students answering 6 correctly	0	2
Students answering 5 correctly	1	7
Students answering 4 correctly	5	23
Students answering 3 correctly	11	14
Students answering 2 correctly	27	24
Students answering 1 correctly	24	15
Students answering 0 correctly	32	11

I dare say that those of us who are English teachers will not be shocked at these results; we wonder what would be the results of such a test given our students.

What must be done? "Before we can speak and write correctly," says William M. Tanner, "we must not only understand the rules and principle of composition but must also overcome any bad habits of expression into which we have ignorantly or carelessly fallen. We should remember that only through self-cultivation can we learn to avoid mistake in the expression of our thoughts. Errors in grammar and sentence structure constitute the most serious violation of good form in composition."

C. H. Ward introduces his Grammar Review in the M. O. S. Book with "A student who wishes to improve

his sentences must first make sure that he thoroughly understands the constructions of words, phrases, and clauses. Until he can explain readily and exactly all the ordinary constructions, he cannot begin to learn the ways of making his sentences effective."

Seven points quoted from "On Teaching of English Grammar in High School in Its Relation to Effectiveness in English Composition" are well worth the thought and study of every English teacher.

I. The actual demand for correct English, whatever its merits or significance, may properly be described as universal and insistent: it proceeds not merely from the professional classes but from the community as a whole.

II. Under existing conditions it is futile to expect the vast majority of our high school pupils to acquire the ability to use English correctly, either in speech or in writing, without the aid of direct technical instruction; in other words, the vast majority of our high school pupils have not such an environment and are not accustomed to such intellectual habits as might enable them to "absorb" from their reading or from their social life the knowledge necessary to a correct use of English.

III. Direct technical instruction in English is impracticable except upon the basis of a genuine familiarity with the elementary facts of English grammar.

IV. Genuine familiarity with the elementary facts, while it does obviously imply the mastery of no inconsiderable body of rules and principles, does not imply or necessitate anything like an exhaustive knowledge of English grammar.

V. Large numbers of pupils who do not possess a genuine familiarity with the elementary facts of English grammar are now regularly graduated from the high schools of the State.

VI. Experience has shown that it is impossible to lead students to a genuine familiarity with even the elementary facts of English grammar except through the medium of organized, competent, and prolonged instruction; instruction which is incompetent, unorganized, intermittent, casual, and half-hearted is totally inadequate.

VII. The high school, facing the plain facts, should immediately make definite provision, either in the first or the second year of the curriculum (preferably in the first), for organized and disciplinary instruction in the elementary facts of English grammar, or where the preceding grade school work in grammar has been exceptionally adequate, for a thorough-going review of the subject; furthermore, this original instruction or this thorough-going review should be supplemented in the later years of the curriculum by a return to the subject at intervals sufficiently frequent to insure in the high school graduate a really trustworthy basis for further cultivation in the use of the national tongue.

C. H. Ward uses the story of Naaman as a parable to illustrate present conditions in teaching English. "Naaman," he says, "dwelt in the proud and beautiful city of Damascus—a pearl of the orient that owed all its richness and its surrounding fertility to

two streams, the Abana and the Pharpar. When he found that he was a leper and that none of the physicians could cure him, he went to consult Elisha, who lived in the valley of the Jordan. To Naaman the Jordan was an ugly and forbidding stream; he despised it. It was therefore quite natural that when he was bidden to wash seven times in Jordan, he should turn in a rage, saying, "Are not Abana and Pharpar better than all the waters of Israel?" But he took the good advice of his servants, relented 'dipped' seven times and was clean.

So in the teaching of English, there is a proud and beautiful region made rich by the splendid streams of literary appreciation and expressing individuality. It is a real place, one in which we should all like to be, one in which a few teachers are privileged to live. But at present it is a leprous region. Every big University and every small high school is nowadays suffering from illiteracy.

If, then, we are to save our lives, where shall we seek advice? There is only one hope—to consult the old prophet Experience. His is the voice of all the centuries of pedagogic wisdom; it delivers a very simple command, "Wash seven times in rudiments." That exasperates us. We hate to descend to such ugliness; we turn away in rage and cry out, "Are not appreciation and individuality better than all the roily streams of rudiments?"

Literary appreciation has its place, but teachers of speech and composition know that they must "wash seven times in rudiments," drill and drill in grammar, and teach enough of the science to enable the students to write and speak effectively.

Books recommended for the study of grammar in high school follow:

- (1) English in Action—Tressler;
Publisher—D. C. Heath and Company.
- (2) Composition and Rhetoric—Tanner;
Publisher—Ginn and Company.
- (3) M. O. S. Book—Ward;
Publisher—Scott, Foresman and Company.
- (4) Century Handbook of Writing—Greever and Jones;
Publisher—The Century Company.
- (5) Handbook of Composition—Wooley;
Publisher—D. C. Heath and Company.

SCHOOL ATTENDANCE AND ENFORCEMENT OF COMPULSORY SCHOOL LAWS

(Continued from page 12)

- f. Only 100 days attendance required if between 15 and 17 and regularly and lawfully employed to labor at home or on farm and not completed elementary course, if not so employed full term attendance required.
- g. Weather dangerous to safety in transit to and from school.
- h. In Baltimore, 14 years of age and regularly and lawfully employed.
5. Age for Labor Permit—14-16.
6. Minimum Education Required for Labor Permit—

In Baltimore, completion of fifth grade; outside of Baltimore, completion of seventh grade required.

Mississippi

1. Compulsory Attendance Age—7-16.
2. Minimum School Term Required—Four months.
3. Minimum Attendance Required—80 days.
4. Exemptions:
 - a. Completion of grammar school course or equivalent.
 - b. Instruction in private, denominational or parochial school for like period.
 - c. No schools of suitable grade within 2½ miles unless free transportation is provided.
 - d. Trustees of school with approval of county superintendent have the authority to exercise discretion to permit temporary absence of children.
 - e. Mentally and physically incapacitated for school work.
 - f. All counties that have heretofore voted from under the provisions of compulsory school laws shall be exempt from the provisions of this chapter. (Franklin, Jefferson, Claiborne, Wilkinson counties.)
5. Age for Labor Permit—14-16.
6. Minimum Education Required for Labor Permit—None mentioned.

Missouri

(Missouri Revised School Laws, 1923)

1. Compulsory Attendance Age—7-16.
2. Minimum School Term Required—Eight months.
3. Minimum Attendance Required—Full term.
4. Exemptions:
 - a. Completion of common school course and certificate of graduation.
 - b. Receiving instruction in private, parochial or parish school.
 - c. Mentally or physically incapacitated.
 - d. Fourteen and legally engaged for at least six hours each day.
5. Age for Labor Permit—14-16.
6. Minimum Education Required for Labor Permit—None mentioned.

Tennessee

1. Compulsory Attendance Age—7-16.
2. Minimum School Term Required—Eight months.
3. Minimum Attendance Required—Full term.
4. Exemptions:
 - a. Completion of eighth grade; holds certificate of promotion to high school.
 - b. Mentally or physically incapacitated to attend school.
 - c. School more than three miles from residence, unless free transportation.
 - d. Attendance for like period at private or parochial school.
 - e. Where parent or guardian is not able, through destitution, to provide clothing.
 - f. Fourteen years, literate, and regularly and lawfully employed.
5. Age for Labor Permit—14-16.

(Continued on page 27)

PROVISIONS FOR PREPARATION AND TRAINING OF NEGRO TEACHERS

(Continued from page 14)

factory conditions. An effort is being made by the administrative heads of the institutions to employ a better trained personnel, and to improve the training of regular members of the faculty. The library facilities have greatly improved. Practice schools for the training of elementary teachers are found in practically every state institution that attempts this task. There is a tendency toward a differentiation of objective on the part of different institutions, some of them confining their efforts to the training of elementary teachers, others to the training of high school teachers and others still to the training of special teachers. Much has been done in the direction of reorganizing the courses for training teachers so that emphasis in the institution is placed upon subject matter suitable for teachers of specific grades or subjects.

There are still some outstanding needs in the provisions made for training elementary teachers. One of these is for well organized practice and directed teaching. Even where the practice school exists, practice teaching is not always carried on with profit to the student teacher. The work is too frequently not definitely planned and not carefully supervised. Some institutions seem to assume that if a student teacher is given the opportunity to teach, she will somehow acquire skill in the process. A very limited amount of practice teaching under wise guidance and supervision is worth far more to the teacher than a great deal of practice teaching undirected and unsupervised. Indeed, student teachers may easily become confirmed in bad teaching habits through their use in a so-called practice school.

Closely akin to the need for organized practice and directed teaching in the school is the need for well trained directors of teacher training. There is a real demand for qualified people to direct this work. Several institutions are today seeking trained directors of instruction. Not the practice teaching alone, but all the courses given to student teachers should be well organized and well taught.

A third distinct need in the field of teacher training is for more subject matter courses and fewer theory courses. We have placed too much dependence upon knowing what a selected group of distinguished educators have to say about the theory of teaching. We do not learn how to teach by knowing what someone says ought to be done. We become good teachers as we are able to incorporate good suggestions into our own practice and to exercise some originality ourselves in achieving our ends. We have to remember that we are teaching children and using many kinds of subject matter to do it. Without the subject matter, all the theory in the world will avail us nothing.

Finally, a fourth need is for a good educational foundation. An old friend of mine used to say, "Training teachers consists of training educated

people how to teach." Unfortunately, the effort is too often made to train uneducated people how to teach, an impossible task. Students should not be admitted to teacher training classes who haven't a good educational foundation, who do not know how to read and write English correctly, and no teacher should be allowed to complete the course without an adequate knowledge of all the subject matter required in the elementary school curriculum.

Teacher Training in Liberal Arts Colleges

The Negro liberal arts colleges in the southern states, recognizing that a large proportion of their graduates go into teaching, are endeavoring to work in close harmony with the state requirements for the certification of teachers. The state provides for the inspection of these institutions, as a rule, and gives them a rating. The certification of their graduates by the state is frequently sufficient for these graduates to receive recognition in other states. Some of the states are subsidizing these liberal arts colleges. This subsidy sometimes takes the form of a state appropriation without specifications as to its use, and sometimes takes the form of an appropriation to pay one or more teachers specially equipped to perform service in some field of teacher training. In about one-half of the liberal arts colleges, elementary practice schools are operated, and, in a few practice high schools. Where practice schools are not in operation, frequently satisfactory arrangements are made for students to do practice teaching in public schools.

Teacher Training Facilities for Negroes and Whites Compared

The facilities for training white teachers far exceed in number, support, and adequacy of equipment and program, the facilities for training Negro teachers. Not only are the states supporting a much larger number of normal schools and teachers' colleges for white teachers, but there seems to be evidence that there is some waste of public funds at this time in the training of white teachers. A trained teacher is rapidly becoming a drug on the market. The supply is already greater than the demand. This does not mean that every teacher, even in the white schools, is fully qualified for her task, but except in a few instances where the teacher's salary is totally inadequate to attract a trained teacher, the white schools are well supplied. It is, of course, true that many Negro schools are paying such low salaries that trained teachers are not attracted to the positions, but in general, the supply is not equal to the ever increasing demand, and the charge can certainly not be made that more money is being spent on the training of Negro teachers than is needed.

He that ariseth before the primary class in order to show the regular teacher how it should be done, shareth not his space with Solomon.

DILLARD UNIVERSITY AND THE MERGER OF NEW ORLEANS UNIVERSITY AND STRAIGHT UNIVERSITY

(Continued from page 16)

college executives in the South was a young Virginian, Dean of Tulane University; Virginian of Virginians, Graduate of Washington and Lee, now Rector of William and Mary, scholar, Christian gentleman. He left his career as a university executive to devote nearly a quarter of a century to the establishment of rural Negro schools. With the mind of a statesman and a patience that is Christlike, Dr. James H. Dillard has worked for the colored children in our Southern communities."

Frequent meetings of the various official committees were held and finally in the period from the 14th to the 18th of February, 1930, all obstacles to a complete understanding were removed, the charter was approved and the new Board of Trustees was completed (with the exception of one member). The Trustee Board is composed of 17 members of whom the Board of Education of the M. E. Church selects six, the American Missionary Association six and these twelve select the five trustees at large. The trustees are as follows:

For the M. E. Church, Dr. M. J. Holmes and Dr. Thomas F. Holgate of Chicago, Mr. Frank Jensen of Dallas, Texas, and Bishop R. E. Jones and Dr. Thaddeus Taylor of New Orleans.

For the Congregational Church Dr. Fred L. Brownlee, Mr. Charles B. Austin, Dr. George E. Haynes, Mrs. Lucius R. Eastman and Mr. W. A. Daniel of New York.

Trustees at large are Alvin P. Howard, Edgar B. Stern, Warren Kearney and Monte M. Lemann.

The temporary chairman of the new Board is Mr. Edgar Stern, the secretary is Mr. Charles B. Austin. This is an unusually strong Board of Trustees, the equal of any in the land and it has taken up the work for Dillard University in a spirit that bids fair to make of it one of the outstanding Negro universities in America.

Dillard University is to begin with an expenditure of \$2,000,000 for site, buildings and equipment, of which sum the two church boards contribute \$1,000,000 in cash, the two philanthropic boards, \$750,000 and the citizens of New Orleans \$250,000. The first unit to be built will be the new Flint-Goodridge Hospital which has been affiliated with New Orleans University from the beginning. The site at Louisiana and Howard Avenues, a most advantageous one, has already been secured. The recent campaign for \$250,000 in the city of New Orleans was one of the most heartening experiences in inter-racial amity and understanding ever witnessed in the South. Leading men of both races worked and contributed in splendid fashion and at the end of the brief period of the campaign over \$300,000 had been subscribed. Another beautiful experience was the undivided moral and financial support given to the

hospital campaign by the colored population of the city, for it meant the merger of an independent hospital project with the larger program. The new Flint-Goodridge hospital will mean much for improved health conditions for the Negro population of New Orleans. It will be the first unit of Dillard University and construction will begin at an early date. Probably no greater thing has ever been undertaken by and for the Negro race in any city than is being undertaken here. Everyone interested in educational matters and inter-racial affairs is watching the progress of events in New Orleans with keen interest.

It will be at least two years before a new campus can have been secured and a new group of buildings erected and made ready for occupancy. Meanwhile both New Orleans University and Straight University will "carry on" in their present plants. Buildings, equipment, faculties and curricula will be kept at par and students at either school will find a fine loyalty of alma mater and a joyful anticipation of the enlarged educational facilities soon to open for them in Dillard University.

A REVIEW OF THE BOOK, "AN EXPERIMENT WITH A PROJECT CURRICULUM"

(Continued from page 17)

were discussed after the games. All sorts of indoor and outdoor games were played.

The author has a list of some 300 stories that were used; there were song, picture, phonograph, piano and oral stories. Each child took part. The pupils made card indexes for the stories so they could easily find them when wanted.

In the final outcome the experimental school surpassed the control school by far. Official county records show a marked change in the attitude of the pupils toward the school; enrollment and attendance increased to a point well-nigh perfect; tardiness and punishment decreased to zero almost; an increased number of graduates went to high school. These and other advances were made in spite of the fact that the experimental school was tested by measures of the traditional school. The mean achievement of the experimental school was 138.1 and the national score is 110.8. Collins also produced reliable data to show the improvement in the attitude and conduct of the parents and the community; 99% of the county teachers were in favor of the experimental school.

This book is very valuable to anyone interested in making a modern curriculum for a rural school. There are many good suggestions as to new and better ways of rural education.

The teacher that prepares each lesson carefully has in his lamp both oil and a new wick.

If your membership in N. A. T. C. S. has expired, please renew.

SCHOOL ATTENDANCE AND ENFORCEMENT OF COMPULSORY SCHOOL LAWS

(Continued from page 24)

6. Minimum Education Required for Labor Permit—
Not stated. (To read and write implied.)

Texas

(School Laws of Texas, 1924)

1. Compulsory Attendance Age—8-14.
2. Minimum School Term Required—Constitution requires that the legislature provide six months but this requirement has not been met by the legislature.
3. Minimum Attendance Required—100 days.
4. Exemptions:
 - a. Attendance for like period at private or parochial school.
 - b. Physically and mentally incapacitated.
 - d. Where child lives more than 2½ miles by direct road from nearest school and no free transportation provided.
5. Age for Labor Permit—12-14.
6. Minimum Education Required for Labor Permit—Completion of seventh grade.

Virginia

1. Compulsory attendance age—7-15.
2. Minimum School Term Required—7 months.
3. Minimum Attendance Required—Full term.
4. Exemptions.
 - a. Completed elementary school and regularly and unlawfully employed.
 - b. Living 2 miles by nearest road from public school unless public transportation is provided within one mile from where such child lives.
 - c. Receiving instruction for like period in private, denominational or parochial school, or in a home by tutor or other teacher.
 - d. Physically or mentally incapacitated for the work of the school.

In a recent article entitled "Our Illiteracy Problem," John Dewey, the distinguished American educator, made many interesting observations and suggestions. He observed that according to returns of the 1920 census there were about 5,000,000 illiterates in this country of whom 3,000,000 were native born. "Five million," said he, "is a large number and yet when reduced to its percentage of the total population it would not seem especially alarming. But if there was any complacency about the census result, it was shocked out of existence by the returns from the soldiers drafted for army service during the late war." It is noted that the examiners in these cases were not content to ask simply whether a person could read and write. They tested for ability to write a simple letter and to read the English language with a fair appreciation of its meaning and importance. The results were that of the 1,500,000 examined about 25 percent could not meet the test. Of the Negroes practically 50 percent failed.

It may be possible to summarize by crowding the whole problem of illiteracy into three major divisions: (a) Native whites who live in sparsely settled and isolated communities, (b) foreign immi-

grants who live mostly in large industrial centers and (c) the Negro illiterates who constitute the largest proportion of any single group. Just here may I venture to assert that but for the economic, social and political status of the Negro in the states where these conditions mostly obtain, there would be no such excess of illiteracy anywhere and no such stigma resting upon our nation's record as a whole. It would be serious enough if we had only to face and combat the problem of the 10,000,000 illiterates that are reputed to live and move in present-day society. But what of that other 10,000,000 of near illiterates, who are but slightly removed from the appalling condition of their friends of group No. 1? This is a question that should challenge the best of thought and action that our nation can afford. Further development of such conditions can be avoided to a great extent at least by constant improvement of our school both as to physical plant and administration; by seeing to it that all children of school age and fitness be not only enrolled but kept in school long enough for them to experience a real awakening of mind and spirit as to things vital and enduring in relation to human life and society. (See Table No. 3.)

TABLE NO. 1

Percent of School Population Not Attending School

Years of Age	Perct. Not Attending School
5	81.2
6	36.7
7	16.7
8	11.5
9	9.6
10	7.0
11	6.1
12	6.8
13	7.5
14	13.7
15	27.1
16	49.2
17	65.4
18	78.3
19	86.2
20	91.7

(Continued on page 28)

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TABLE NO. 2
School Population, Enrollment and Attendance

STATES	*School Popula- tion 5-17 inc.	Enrollment in Public Schools Elemen. and Secondary	Av. Daily Attendance	Av. Days Attended Yearly
District of Columbia.....	82,892	72,015	59,529	148.8
Missouri.....	859,111	728,814	579,513	134
Oklahoma.....	695,607	653,700	441,035	110.3
Delaware.....	53,671	38,573	31,936	147
Kentucky.....	706,060	567,782	414,562	119.8
West Virginia.....	471,119	399,410	310,550	128.2
Texas.....	1,499,344	1,194,655	976,204	110.7
Maryland.....	371,244	256,302	203,762	147.2
Virginia.....	718,738	556,078	417,786	120.2
Tennessee.....	731,945	657,234	448,045	101.2
Arkansas.....	595,827	501,758	362,838	97.6
North Carolina.....	899,026	793,056	571,359	103.3
Florida.....	298,026	266,318	197,482	106.03
South Carolina.....	599,634	467,425	324,822	82.6
Alabama.....	811,122	601,175	418,191	92.8
Georgia.....	979,684	747,213	545,465	102.2
Mississippi.....	593,962	572,028	388,643	93
Louisiana.....	575,546	390,849	299,736	116.5

*Based on Government Report, 1923-24.

TABLE NO. 3
Illiteracy in the States
(Based on Census Report of 1929)

	Total Illiterates 10-25 Years of Age	Percent of White Illiterates 20-25 Years of Age	Percent of Negro Illiterates 10-25 Years of Age
District of Columbia.....	709	.23	1.65
Missouri	9,463	.85	4.11
Oklahoma	12,150	1.65	4.79
Delaware	968	.98	5.36
Kentucky	27,963	3.62	6.56
West Virginia.....	12,558	2.63	6.70
Texas	86,502	5.39	7.82
Maryland	9,086	.91	8.29
Virginia	46,055	3.69	12.53
Tennessee	40,750	3.71	12.65
Arkansas	30,105	2.42	12.89
North Varolina.....	56,276	3.92	13.10
Florida	18,579	2.02	14.38
South Carolina	62,963	3.50	17.48
Alabama	70,176	3.17	18.49
Georgia	93,736	3.14	18.51
Mississippi	65,358	2.28	18.55
Louisiana	95,240	7.95	29.22

FACTS ABOUT STATE HIGHER EDUCATIONAL
INSTITUTIONS FOR NEGROES IN
NORTH CAROLINA

(Continued from page 15)

for scholarships. This money was given both to state and private institutions, the former having received \$33,000.

The Phelps-Stokes and the John F. Slater Funds

have contributed generously to colleges in North Carolina, but the beneficiaries have been private institutions almost exclusively.

8. State Cooperation with Private College

The state assists in the training of teachers in four private colleges by way of paying the salaries of the instructors from state funds, and by organizing the courses offered. At three of these institutions the state conducts summer schools on the collegiate level for teachers in service.

9. Extension Work

Extension work in North Carolina is strictly on the college level. Instructors from the departments of education of both public and private colleges teach these extra-mural classes, consisting of over three thousand students.

10. Attitudes

The attitude of North Carolina is revealed in the following facts:

1. The state supports five institutions of college grade, for Negro students, more than any other state.
2. North Carolina established the first state-supported liberal arts college for Negro students and even up to the present, the only one.
3. North Carolina established the first state-supported four-year teachers college, for Negro students.
4. North Carolina established in 1877 the first state normal school in the United States for Negro students and this institution (Fayetteville) was the first state normal established in North Carolina for either race.
5. The state educational authorities set up and insist upon the same standards for accreditation, training of faculty, etc., for Negro institutions as for white institutions.

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My 2 '31

The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

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Letters to the Editor, contributions, news notes books for reviews, change of address, application for membership in the Association, subscriptions, advertising space and rates should be sent to W. W. Sanders, Box 752, Charleston, West Virginia.

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SOME EFFECTIVE METHODS FOR IMPROVING SCHOLARSHIP AMONG COLLEGE STUDENTS

A. A. TAYLOR

Throughout the United States colleges are aiming to establish standards of scholarship and a spirit or atmosphere of scholarly ideals. They are seeking to orient the students who come to them out of the typical high school attitude to the college attitude towards study and intellectual effort. They are trying to emancipate their courses and method, so far as the nature of the subjects will permit, from the text book, memorizing method, to that of a thoughtful, independent approach to an assimilation of intellectual materials and interests. They seek as a major educational objective, the stimulation of intellectual interest, the awakening and disciplining of curiosity, the encouragement of originality and of intellectual self-confidence on the part of the student.

In this movement the college teacher must take the lead. Approved college teaching of the present day tends to give the student more individual attention and to make him more dependent upon his own efforts. The purpose is to cause the student to integrate knowledge, to co-ordinate his thought, and to vitalize his college experience. As the older agencies of teaching have not been adequate for this purpose, new methods have been used as experiments. Nevertheless, these older agencies such as the lecture, the recitation, the quiz, and the examination have not been abandoned except in rare instances. At present teachers tend to use them with discrimination, and with regard for their relation both to one another and to recently approved agencies. Among the latter may be listed the project, the section, the round table, the tutor, the advisor or counsellor, the conference, the colloquium, and the comprehensive examination. Some of these are used as agencies of formal guidance. The use of some is informal with individuals and groups. A few have been widely used; others more sparsely. All have had some influence in promoting scholarship among college students.

The stimulation of undergraduate scholarship continues to be a problem at Fisk University. Systematic efforts for improvement of scholarship progressed under the leadership of Doctor Ambrose Caliver, now Specialist in Negro Education in the United States Office of Education, when he was Dean of Fisk University. Dean Caliver commenced with the freshmen. He introduced a freshman orientation course which is known as College Introduction 100. The catalogue statement of this course worded by Dean Caliver is as follows: "The purpose of this course is to help the student make proper adjustments and contacts as he transfers from school and home to college life. The course will attempt to develop in the student proper attitudes and the right point of view with respect to his social, economic, scholastic, cultural, and spiritual growth. Such topics as the following will be con-

sidered: Purpose of college, approach to college life and problems, how to study, function and choice of courses, study and choice of vocations, general survey of college work, student and faculty relationship, personal finances, etc."

Next, Dean Caliver put into force a new plan of admission requiring the applicant to submit a school record, to submit the names of references who would fill out a rating scale, to take certain mental alertness tests results from which would be used for their diagnostic value, and to take an entrance examination in English. The applicant was required to present fifteen standard units of high school work, although he might be admitted as a conditioned freshman with fourteen. Nine of the fifteen units were prescribed, the remaining six were to be selected from a designated list of electives. Certain other requirements were specified. Applicants standing in the last third of their graduating classes in scholarship rank were rejected. Those standing in the first third were given preference. Freshman scholarships covering tuition were offered to ten persons selected from all the applicants for admission whose records indicated that they possessed ability and promise.

For the benefit of the new comer "Freshman Week" was established. This so-called week was a period of three days during which the freshmen were given opportunity to begin adaptation to their new environment before former students should arrive. During this period the registration and assignment of freshmen were completed; freshmen were assigned faculty advisers, given tests for the purpose of diagnosis and guidance, required to attend certain lectures and introductory exercises, and given the opportunity to become acquainted with each other, with the faculty, and with the college in general. At the end of this period they began class work on a general program of 88 quarter hours of required work which they should complete by the end of the sophomore year. Their major work began in the junior year. Each student normally had the chance to elect at least five quarter hours of work in the sophomore year.

Building upon this foundation certain changes were made in 1929. The work of the freshman and sophomore years was made slightly more flexible, and reorganization was begun and is still in process in the work of the junior and senior years. The advisory system was strengthened and extended, and made to apply both to academic and personnel activities of students. Then another definite step was made to improve scholarship by adopting two devices which were based upon the study of methods used elsewhere. One of these devices was to go into effect at once, the other for the class of 1932.

The device first referred to is the Review of the

Freshman-Sophomore Record. As stated, the purpose is to determine the underclassman's fitness to pursue profitably the work of the junior and senior years, by reviewing his whole collegiate record during the third quarter of his sophomore year. At this time no formal examination is given, but a faculty committee appointed by the President, under the leadership of the Dean, reviews the record of every student concerned. The committee considers the student from the standpoints of scholarship, health, personnel, record and financial reliability. The committee acts upon the basis of reports submitted concerning each student, and then submits its findings to the faculty. In June 1930, the committee made its first report. Upon its recommendation, the faculty advised nine students to continue their education elsewhere.

In 1929, moreover, Fisk University adopted the written Comprehensive Final Examination. It is to go into effect in the school year 1931-32. As stated, the purpose of this device is to dignify scholarship in the student mind, to introduce students effectively to the culture of the past, to assist them to obtain a whole view of a subject and its inter-relations with allied fields of knowledge, and to foster among students independence of thought and of effort.

The Comprehensive Final Examination is made a graduation requirement for candidates for a degree in the College of Liberal Arts. It must be taken in the last quarter of the senior year. The examination consists of two parts, namely, (1) a cultural examination, and (2) a general final examination in the major subject. The Cultural Examination is to be based upon the reading during a period of four years of a list of books prescribed by a designated faculty committee. The books are apportioned among the years in accordance with a stated ratio. Periodically advisors are to test the reading of the students. The examination which is to be devised and given by a designated faculty committee must be passed with an average passing grade.

The General Final Examination in the major subject is to cover the whole ground of the student's major field and more intensively a certain part of it. Preparation for this examination consists of independent reading and study under the guidance of the departmental faculty and the successful pursuit of regular courses in the major field. The Dean of the College in consultation with each departmental head is required to provide a Committee of Examiners for each department. This committee is to devise the examination and to grade the papers. The student is exempted from class attendance in his major subject during the three weeks preceding the examination, and he is excused from taking the regular final course examination in his major subject during the quarter in which he takes the general examination. The student must pass the examination with an average passing grade.

The average passing grade is the grade "C". The student must earn this grade in each part of the Comprehensive Final Examination. If he should fail, he may have a second trial. But the second

examination may not be taken sooner than one full quarter or later than four quarters following the student's failure. A second failure in the Comprehensive Final Examination will disqualify the candidate for graduation from the University.

No reliable forecast can be made of the success of this device. It has not been tested at Fisk. Its essential features are similar to those utilized elsewhere under varying conditions. The mechanism of the device as it is to apply at Fisk is now being developed. Many of the faculty seem to be hopeful of its prospects. Some, if sympathetic, are not enthusiastic. The examination will increase the burden of the present teaching staff. This may necessitate the addition of several instructors. Nevertheless, the major portion of the responsibility for preparing for the examination is expected to be shifted to the student. Persons not connected with the University will be brought in from time to time as members of the departmental examining boards. Consequently the administration of the device will increase the expenses of the University.

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(Continued on page 27)

THE GARDEN OF CHILDREN—PRE-SCHOOL KINDERGARTEN

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The Nursery School is a new venture in education, which aims to aid children between the ages of two and five years in formation of useful social habits and good habits of physical and mental hygiene, as well as assisting them to exercise their growing bodies and in learning self discipline and self expression during the most formative years of their lives.

Here the nursery school supplements the home and should be looked upon as a training center for parents as well as for the child. Instead of replacing the home the pre-school becomes instrumental in improving its functioning, primarily for the good of the child in establishing and stressing health habits, orderliness, social adjustment, emotional control, language, vocalization, muscular coordination, mental alertness and self expression. Educators have come to realize that training during these pre-school years is the most important section of the whole program of school education. The impressionability of the early years of a child's life enhances their significance.

Maladjustments of adults sometimes have their origin in early childhood experiences. An over protected child will find difficulty in adjusting happily to a society in which self reliance and independence make for happiness and success. An over aggressive child needs an environment in which he can learn that there are other aggressive children whose rights he must learn to recognize if he wishes to be happy. Adult success or failure is due not alone to ability or non-ability to master a certain amount of information in school. Personality traits, emotional bal-

ance or unbalance, physical fitness or unfitness, are factors which are as important as is the mastery of subject matter. Should carefully directed training in character be delayed until six years of age? Assuredly not.

And now a peep into such a school—the "Garden of Children."

The child who comes to this school will necessarily have a complete physical examination. In addition, he is weighed once a week, the results being reported to the home.

Daily he comes to school with pleasure, to a home made attractive and familiar, because it is furnished with children's things. Low hooks on which to hang his clothes; low chairs on which to sit; a cupboard filled with materials and toys, within his reach; pictures on a level with his eyes, make the home, his home.

Immediately after arrival, he goes to the bathroom where he gargles his throat with salt and water, takes his Cod Liver Oil, water, or orange juice, and attends to elimination; then goes to the schoolroom with all its opportunities for joyous work or engrossing play. There are gold fish to be cared for, plants to be watered, dusting to be done, dolls, blocks, picture books, small and large toys, and small toys that may be dragged or pulled, all within his reach. For some there may be the Montessori insets, giving them the delight of fitting the right thing in the right place and training their senses of sight and touch.

It is a busy half hour, the tiny children absorbed in their individual interests; the older ones more apt



Garden of Children, 1728 D Street, N. W., Washington, D. C.

to show the gregarious instinct and do things together. True of course, that Bill may snatch John's engine and be off like a flash with his plunder; or Jimmie may have a tendency to fly from one forbidden thing to another—for even in a room for children, there must be some forbidden things. Pictures on a level with a child's eyes, therefore within easy reach of his hands, must not be swung back and forth on their cords. Hands may not be dipped down into the goldfish bowl to catch fish.

But Billy can be helped to learn the lesson of "mine and thine" and Jimmy's busy hands and feet can be guided into legitimate and happy activity. As Dr. Elliot writes in his introduction to Eugene Randolph Smith's "Education Moves Ahead." "It is not the aim of the new education to leave the child free to do only what in his ignorance he pleases to do, but rather guide him into finding delight in mental and bodily activity."

Then comes the time for gathering in the circle group for play and songs. Toys and blocks are picked up and put back in their proper places, the children doing it with a word of encouragement or a tiny bit of help. But it is the children who pick up—it is their job, and so it is accepted. Pillows on which they have been sitting, are put away. Songs are sung—games are played—one beats a drum—ducks paddle in water—hands are opened and shut to music—breathing and toe exercises are given—vocal gymnastics—then we do whatever the music tells us and we run, jump, skip, step softly or stamp with martial tread.

"News" is brought by the children; a new dress or cap is displayed with genuine delight—but so is the tattered doll, a colored picture book, or a clothing store ad that came to Daddy in the mail.

The all too short circle time is over—a time which has gone so spontaneously that the guiding hand of the teacher does not seem to be there, but which has, nevertheless, been full of lessons of absorbing interest and value. Did the group seem noisy? If so, there was soft music and loud music to listen to. Did some children sneeze? What a splendid chance for practice in use of hanky and covering mouth with hands. The opportunities for right learning are legion; the duty of the teacher is to see and seize every opportunity and give it to the children.

And then it is tie for toilet and out of doors. The teacher gives not mechanical assistance, but help in learning to cope with the intricacies of clothing.

Eventually the family group is ready for out-of-doors and in a yard equipped with swings and slides, and sand pile; big blocks and boxes which call for strenuous and entrancing efforts in house or boat building; carts and wagons to push and pull; tri-cycles and kiddy cars, ladders, walking beams and rocking boards, the children are free for glorious play. Bodies have a chance for healthy growth and development; some of the great lessons in social relationships are illustrated and absorbed and numberless opportunities for mental exercise present themselves. The wheel that comes off the wagon,

but can be put on again; the box that teeters until the big stone under it is discovered—all these things have their educational value and lead the child into experimentation and triumphant discovery.

Perhaps in the course of the day the child has tests that indicate his place in the scale of mental development and performance ability. Such tests are valuable aids in understanding the child's behavior and in planning for his needs. The activities of the child who is found to lack the power of concentration can be so planned as to help him to develop this power. He will be encouraged to work alone at a table with some bit of Montessori equipment, while the child who is too much inclined to solitude will be encouraged to take part in some group activity. The child whose language development is slow is given an interest in the use of words, by picture descriptions. The child who is inclined to run to the adult when the slightest thing goes wrong in his little world can be encouraged to stand on his own feet, often by a little wholesome neglect. The child with the habit of absolute disregard of the rights of others (the two year old often has the beginning of this habit established) can be taught through wise and patient suggestion, a gracious courtesy which will stand him in good stead in years to come.

But the time for play and work is over and dinner will soon be ready. Off come outdoor garments and then there is the joyous scrubbing of hands and faces. A towel, washcloth, and a brush hang on each child's hook, marked by his own tag—a picture which even the tiniest child is capable of recognizing. Then follows minutes of rest and relaxation—perhaps a little soothing music—perhaps a story for the older ones—but for all some form of resting before beginning the exercise of eating.

Dinner time finds the children at the table again. There is a quiet moment, a "thank you" for our food is sung. "Thank you's" are pleasant things to say and hear; the children appreciate being thanked for what they have done. They thank each other for kindly things and they quite naturally thank God for His provision for them. The boys, always taught to be courteous to girls, stand until the girls are seated.

What is dinner? Every day there is a different dinner planned ahead, providing the right combination of the elements essential to normal growth—vegetables alternated with meat and egg dishes, raw vegetable or fruit sandwiches, milk and desert. And the food is eaten by all—though many children come with the history of being food problems. But it is the established custom at school to eat everything on our plate, and social disapproval of a deviation from this custom is freely expressed by the children themselves and has its effect on the erring one. The child who has been fed, pleaded with, played with, scolded, threatened, and punished day after day at home, has a bit of a shock when he finds himself ignored—no longer the principal actor in what has often degenerated into a battle royal in which he has been able to win because in the end he could

(Continued on page 28)

THE EDITOR'S PAGE

The Bulletin

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of Teachers in Colored Schools

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Current Comment

By FLOYD J. CALVIN
Pittsburgh Courier

The Bulletin, official organ of the National Association of Teachers in Colored Schools, published from the office of the State Department of Education, the Capitol Building, Charleston, W. Va., with W. W. Sanders, executive secretary of the Association, as editor, is a publication which all instructors of colored youth and those interested in Negro education should read. The associate editors are Mrs. Addie Streator-Wright and John C. Wright, of Bricks Junior College, F. Rivers Barnwell, of Austin, Texas; W. A. Robinson, of Knoxville, Tenn.; Miss Fannie C. Williams, president of the association, of New Orleans; Mrs. Dorothy Inborden-Miller, of West Virginia State College, and Dean R. O'Hara Lanier, of the Florida A. and M. College.

The November and December numbers give a fair idea of what field the publication covers. In the November number appeared "The Present Status of High School Education Among Negroes—a Factual and Critical Survey," by W. A. Robinson, principal of the Knoxville High School; "Teaching of Poetry in the Grammar Grades," by Vera Ford Powell, critic teacher, West Virginia State College; "Growth of the Colored Public Schools in New Orleans," by Pearl C. Tasker; "The Status of Elementary Negro Education," by Prof. Monroe N. Work, of Tuskegee Institute; "The Aesthetic Approach in Character Training," by Francis C. Summer, associate professor of psychology, Howard University; "Texas' Program for the Development of Negro Schools," and G. T. Bludworth, special rural school agent, etc. In the December number appeared "Health as a Factor in Citizenship Building," by A. D. Belton,

M. D.; "How New York City Provides for Her Handicapped Children," "The Care and Education of the Tuberculosis Child," etc.

The Association is making a splendid effort to enroll 20,000 members. With each membership, which costs only \$1.50, goes a subscription to The Bulletin for one year, which is published every month except July, August and September. Secretary Sanders is broadcasting his appeal and my humble opinion is The Bulletin alone is well worth the \$1.50.

The program for the Annual Meeting at Washington, D. C., July 28th-31st, 1931, will emphasize the Elementary School. The Association is giving a great deal of attention to problems affecting such schools.

Special committees are studying problems relating to: The Present Status of Child Labor Legislation in the Forty-eight States; Effect of Regulation of Child Employment on School Attendance and Promotion; The Present Status of School Census; School Attendance vs. Compulsory Attendance upon Promotion; Present Status in the Field of Pupil Personnel Work; Distribution of Pupils as to:

A—Age Grade Distribution for Elementary
School Grade 1-6, Junior High School-
Senior High School.

B—Age Grade Progress Study.

C—School Marks - General Distribution.

Problems relating to adjustment of pupils, and supervised teaching as a factor in promotion.

The Elementary Division of the Association will place special emphasis on the Experimentation and Laboratory methods in improving technique in the teaching of reading, language and arithmetic. Certain types of cities will be used as a basis for this study.

With this definite outline for serious study the Washington Meeting should make a contribution to Educational Studies in the field of Negro Education that is worthwhile.

The program this year follows the general theme of last year's program: The Present Status of Tax-Supported Schools for Negroes in America—A Factual and Critical Study.

The membership campaign of the Association has been pushed with vigor notwithstanding the financial depression that has been experienced throughout the country. Teachers in many localities have felt the effects of this period but many of them have remained loyal to their state and National Association. This shows a commendable professional spirit.

The National Congress of Colored Parents and Teachers will hold its annual meeting in Washington, July 27-28. All communications requesting information with respect to this meeting should be addressed to the president, Mrs. H. R. Butler, 20 Boulevard, N. E., Atlanta, Ga.

THE RIGHT EDUCATION IS THE PRINCIPAL THING

CHARLES O. ROGERS



Jackson High School, Corsicana, Texas

To sit passively by and boast of great and noble achievements is not enough. It is true that men will attempt to overrate their accomplishments if a close check is not kept. Men will be continually asserting their rights with no regards for the rights of others if there does not exist a group consciousness—a social force—to bring a reconciliation to the fact that individualism is lost ultimately in social mechanism in that the liberty and freedom of one depend upon the effect brought to bear on all concerned. Walt Whitman said rightly that Democracy meant self direction of an individual, class, or sect so long as that self direction does not interfere or conflict with the group direction. We believe in the principle set forth by the makers of America that “all men are created equal” so long as that principle means equal in opportunity, equal in the natural gifts of life, liberty, and the pursuits of happiness.

The idea of equality of opportunity is often colored by prejudices or pre-judgments the group in power has. For instance there are pseudo-scientific attempts to determine the intelligence of people; these attempts being determined and the conclusions reached at the start, the people are given certain advantages or no advantages because they are branded inferior and could not utilize the opportunity. Thanks to the more recent thinkers who are bent on knowing the truth in some sections of our country that they, through a more scientific and unbiased approach to human qualities are bringing out the facts in such a way as to provide a more humane attitude toward the less favored people of the world. If the true connotation is put on the word inferior, there are no fundamentally inferior people. They are retarded, backward, and undeveloped in the same way that the people living in the mountain regions of Kentucky are considered backward as compared to the people of the metropolitan centers. Of course the

backwardness of races is more significant because they have been subjected to the influences longer which certainly have caused the peculiarities to be more crystallized and deep seated. They are as they are because of natural and social conditions they have faced. Students of natural and social forces state no people could have been subjected to the long centuries of contact with the conditions of Africa without developing the same behaviourisms the African has. The peculiarities of the Chinaman are the results of invasions, pestilences, storms, famines to which these people have been subjected for centuries. If the Teutonic nations have any advantage today, it is not because they were created in the primordial ages with these advantages, but because they had access to regions that brought out certain characteristics. Huntington of Yale University proves that to place the people of the more favored regions in the less favored climes and shut them out from the influences of their home country, in a few years they become largely like the natives of the new country.

I believe as Harold Rugg and Thomas H. Briggs, we are concerned with finding out those characteristics in every human being that are social and enrich and develop them to the maximum self-realization of the individual and the highest good to society and to iron out the non-social bents of people. To do this means not inadequate buildings, equipment, and teaching force for one group while more than enough is provided for the other. Then, in the end, apply your intelligence tests, which very largely include original endowments as well as educational achievements, and decide that the inopportune group is inferior and does not need the best that can be given.

During the World War tests were given to the white and colored soldiers to determine their mental fitness. Let us remember, in the first place,

school advantages do give to any person a large degree of mental alertness in that he learns how to solve problems and react to things in general on a more intelligent plane. The tests were given and the results tabulated. It has been the pleasure of biased pseudo-scientists to conclude that the white man is decidedly superior to the colored, notwithstanding in Mississippi the educational advantages of the white child are fifteen times as great as the colored, in some ways, and more than thirty times in others. The same condition existed to a more or less degree in every other state of the South. The conditions found have been transferred to the present educational policy with the saying to give the so called inferior Negro child the same advantages is absurd, they would claim.

In many instances equality of opportunity is refused purely on prejudice. People who have built up through their social conventions and traditions certain attitudes toward other people and refuse to study them in any way regardless of the many accessories to study are hampered by this deadly attitude. It is ridiculous that the governor of a great state would say in the wake of the many and vital contributions, in a mechanical way, the Negro is making to American life that he did not know or believe the Negro had any mechanical turn of mind until he observed the work of the convicts at the state penitentiary during the spring of 1930. I am wondering how such a man can serve the needs of the people of his great state with such little knowledge of the status of one million of them.

No right thinking people will assert that the few must be served at the expense of the many; or that the majority shall trample over the rights and feelings of the minority; or that real prosperity will come or a just reward be given to him who selfishly directs his affairs with no regards for his weaker brother who lies in the quagmire of limited opportunities with little or no advantages, pleading, silently, but all the same, pleading for help as pathetically and heart rending as the distant voices of the children of France called their mother country from across the Vosges when they were controlled by foreign forces. It may dismiss the fact and close the door for any further consideration for a Superintendent of Schools to tell a colored citizen, on being approached for help to lead the colored people into more light. "It is time for you people to help yourselves and depend on the white people no longer," Yes, the black man must help himself. He must not become as a little child to beg bread while he indulges in fun and folly each succeeding day, but, on the other hand, for a dominating group to assume he is not his brother's keeper is to court destruction in the way of human adjustment. There is a Biblical expression which reads: "You cannot see my face again unless you bring your brother with you." I believe the man, race, or nation which merely clothes itself in the realm of individual satisfaction is doomed, finally, to elimination. Rome tried it and we all know her fate.

The Biblical rich man tried it by filling all his barns and building others to be filled while his soul should be at ease. We know what happened to him. The one who sees the whole universe as one vast expanse converging toward one great Infinity in that he sees all things in relation and that the prosperity of one must be the welfare of all, will more ably understand the significance of that Biblical expression and more justly appreciate the words of Tennyson:

"The divine far-off event

To which the whole creation moves."

Booker Washington in his life time, frequently made the statement, "You cannot keep your fellow man down without remaining down yourself." This is a truism that will stand the test of time. Many souls are deprived of the far-reaching glories of life because of their attempt to rise into prominence by crushing their fellow man. If this can be safely done, religion is false, the whole creation is false and we have no basis for morality or rights. People have tried to force the fact that might makes right; that the self-esteeming superior have the only right to exist. The other part of the world watch Russia in her experiment with a new form of government that claims a more socialistic attitude in the procedure. The believers in superiority of one over another say Russia is doomed. This is often said because of the lives that have been lost in the new regime. These same people seem to forget the seas of blood that have been shed as a result of Christianity and Democracy. If it takes bloodshed to bring into the world a new and better adjusted social order, then, the people are justified in shedding it in the same light that Jesus Christ shed his blood for a new conception in human relations. If you can keep your fellow man down while you rise there is no other way out but eternal conflict unto death. The idea of Karl Mark will prevail.

At the end, the question arises how may we bring about individual freedom and direction, a broad comprehension of humanity as a relative unit, universal accord and harmony? The basic and final solution to this problem is; an adequate and appropriate education for all the people, not the kind that will permit one group to say what another group may have, but one that will allow every person to follow his inclination. One that will spur the ambition of all youths to the higher plains of human endeavor. One that will bring peace, happiness, and good will to all. One that will cause the man of the more favored climes to sympathize with the man who toils away in the unfavored regions. One that will give men more courage to mete out justice to all irrespective of race or creed. One that believes that life on earth is a temporary preparation for the greatest adventure that comes to man. One that believes that true government comes from the consent of the governed. Such an education is realized if the following objectives are considered:

1. Education should train for culture and efficiency. It is often asked if a cultural education

pays. Yes, it pays, if man is more than an absolute value, a numerical unit, or a complete integer. If he lives and moves in relation to all other beings, in other words, if he is a relative unit, a numerator of the fraction whose value depends upon the denominator which is the societal group, then, he has a right to religion. Culture carries with it complete development of personality. Every phase in relation to human endeavor is considered. It differs from the mediocre, commonplace, and crude activities. It better befits one to live in civilized society with the least amount of friction. Culture and social efficiency are synonymous rather than opposites. It was culture that put Roosevelt at ease with the German Emperor, the peoples in Africa, and the inhabitants of Siam. It is culture that causes the scholar to gaze appreciatively on the artistic contribution as Mona Lisa and the Sistine Madonna. It is culture that appreciates the long and dreary work of the scientist back in his little room making scientific discoveries that make it possible for the human family to enjoy the wonderful conveniences of modern civilization. It is culture that leads men to understand the experiences of the past, how humanity has emerged out of isolation into social relations. It is culture that led Woodrow Wilson to espouse the cause of a world peace through a league of nations.

Efficiency means an advantageous and economic way of contributing something to society. Society sets up rules or prescriptions. One is valued as a socially efficient being in proportion to his ability to conform to these rules. Being socially efficient carries with it the idea of an economic, domestic, and civic factor in the society welfare.

Efficiency must carry with it the idea of good will, that is, every motive set forth must be for the welfare of all. The capitalist must not look at the situation from his own point of view only, but also, from the viewpoint of all concerned. The political boss must not indulge in corrupt practices for selfish aggrandizements but look at the situation with a group concern. The financial magnate must see more than his welfare involved. A few years ago two financial kings on Wall street threw the whole country into a thrall of misery that they might corner the nation's finance for selfish gains. That dark and dismal Friday will ever be remembered in this country.

2. Education should make for true citizenship. Let us understand the meaning of citizenship. It is the sum total of the rights and duties which come to us as members in this great nation of ours. Hence, it is dualistic. Inasmuch as rights are involved duties are demanded of us. An education which fails to show us our rights and along with the rights impress our obligations, falls short of the kind needed. It is easy to believe we have rights of possession, non-interference, economic stability, self direction. In fact, any person will attempt to assert his rights, but, unfortunately, will loathe to believe that every right carries with it an obligation. When any people see only their right

with few or no obligations attached, such people are one-sided in their education and will never be a full-rounded people. The house fly illustrates such an idea when he feels at liberty to fly any where he pleases with no sense of regard or obligation to the creatures involved. The race that asserts its rights as to regard for the economic, social, and political welfare with no sense of feeling or obligation for the other races, gives another striking illustration of such an idea. The people that are trained in knowing that the more rights they have the more obligations involved, the more power they possess the more service they must give, the higher they climb the deeper down they must reach, then the one great problem of human life will fade and the world will come nearer the ideal of being of the people by the people and for the people.

3. Education should be not only free but universal. More than one hundred years ago when the fathers brought forth on this continent a new nation dedicated to the principle of equal rights to all and special privileges to none, there was inserted in that group agreement the idea that education was essential to the proper growth of a nation. These people came from the mother countries of Europe sickened with the unfairness of the aristocratic rule. They came to a new world to forget the heartaches of the old and to foster a united people where joy and satisfaction could reign. Not long hence they saw that without free education that every boy and girl might learn the fundamentals of intelligent communication such a nation could not long endure. On the strength of same, schools for the leaders were established. With the idea of democracy came the idea of universal education. An education which gave each individual an opportunity to find himself and make preparation to make a fair contribution to society. It should be more universal that all might have an appreciative sense of group consciousness and group control, that the boy working on the farm in the southland might understand his brother of the manufacturing regions of New England, that the gap between the cultured and the uncultured will be thrown down as all mankind draw closer in homogeneous relations, at least, so far as attitudes, ideals, etc., are concerned when the group perspective is considered. If our education can be made universal in that a common ideal is set forth from a common cause, ignorance will no longer abide with our people, misunderstandings will no longer spring up as a consequence of ignorance, superstitions will no longer find a fertile spot in the hearts of men, and conflicts as a result of the three will no longer rise to hurl millions into eternity. The access to some sort of school as is possibly the case in this country cannot be taken as meaning that adequate provision is made for universal education. A universal education must take into consideration equal standards, ratings, opportunities, in every way to enlist and carry on the highest degree of self-realization. Education is not uni-

versal in the real sense if one child is trained in a laboratory with equipment costing several thousands of dollars while across town another is trained in a laboratory with equipment costing less than five hundred dollars. (Common occurrence in the South).

4. Education should train for worthy use of leisure. Since the dawn of civilization man has engaged in work and play. Today, from the vagabond to the financial king, work and play are the controlling factors. We work for a compensation; to get along in the world; to meet the demands of society; to reach economic stability. We play for recreation, to revive our souls; to catch a firmer grasp on the world about us that work has set us aside from; to enjoy the accomplishments our energies and industries have given us; to make artistic the activities of life in which we are engaged. In other words, to build more stately mansions for the expanding soul. Modern civilization is making possible the need for more of the play spirit. Less hours to work as a result of machinery; the lifting of more activities into the realm of play as religion, science, etc. If the people do not rise to the occasion moral and spiritual degeneracy is inevitable. In the light of these facts how necessary it is for us to be educated into the use and enjoyment of the recreations worthwhile. One writer has said, "Tell me how one spends his leisure hours and I can easily predict his future." It is not the hours that one is at work which makes his true being, but the hours when he is free to go at will, to engage in his own concern, to be master of his own world. It is essential that the educators direct the lives of others that they may come to enjoy those things essential to our welfare. Shall they find pleasure in noble books and master-pieces of literature or shall they enjoy dime novels or no reading at all? Shall they enjoy the music of the streets or be moved to action by the artistic musicians? Shall they find pleasure in wholesome games and adequate playgrounds where a sound mind may be developed that better morals may incur or shall they continue to tolerate atmosphere of isolation and health degeneration so common in many sections of our country today? Shall they find joy in attending the moving pictures where, through the ingenuity of man the greatest productions are visualized in a way that no book could display, bringing the virtues of society with an impression never-fading or shall they continue to frequent the cheap shows and the degrading places? These questions must be answered through a school system built around wise use of leisure as a proper objective positively and forcefully taught. If people can be taught to understand the pure and noble things of life, if they can be taught to see the beauty in nature and to see how Infinity has created a universe too broad for man's comprehension, too mystic for his understanding, and too artistic for his imitation, a greater peace of mind will result and a better understanding of all things will prevail.

5. Education shall bring about natural development. This means a spontaneous development of our organs and capacities. John Dewey set forth such a principle. He concluded that three objectives are at issue in such development, namely:

- a. Natural development fixes the attention on the bodily organs—need of health and vigor.
- b. Natural development translates into a respect for physical mobility.
- c. Natural development translates into a regard for individual differences.

To see health and vigor, physical mobility, and individual differences in the process of education should mean an attempt to adapt subject matter and school environments to the needs of every individual. To ask if health and vigor play any part in human welfare and achievements is useless. A survey of conditions in the colored schools throughout the South as a whole will show that more than two-thirds of the children are physically weak which in turn brings about mental weaknesses and stupidity. The boy or girl with that alertness of mind and vigorous stride is not as frequent as should be. Much of it can be traced to the school, where just reading, writing and arithmetic and a few other lifeless and formal subjects are given. It is my hope to see in every school throughout the United States a system of education based on the child-centered idea where creation, production, life—is being taught and promoted. A healthy nation is a growing one. The "humpbacked" boy and the "shallow chest" girl must be eliminated. In their place must come stalwart men and women to master the world problems and bring about the needed world situations. Health made it possible for Thomas Edison to captivate the hidden treasures of science; health caused Hudson Maxim to serve humanity at eighty-three; health incurred through spontaneous developments gave Henry Ford the master mind which has made it possible for the common man to enjoy some luxuries becoming to his pride and satisfaction.

Individual differences exist. They have always existed and always will. So long as biological reproduction serve as the laboratory for the new product of each succeeding generation individual differences will be. How shall we account for such differences? The educative process must be devised so that every avenue of individual inclination is provided. Not that the unknowing pedagogue shall predict each individual's career, but so make the curricula to include all aspirations. This will mean the accepting of the so called extra-curricular activities as part, and a necessary one, of the educative scheme.

This idea of providing for individual differences carries with it the idea of interest and effort espoused by John Dewey. Such is an interactive process. Or, using the words of Mr. Dewey, "interest and concern mean that man and world are engaged with each other in a developing situation." Man is interested in nature, things, and men, the

(Continued on page 21)

OBJECTIVES FOR ELEMENTARY SECTION 1930-31

FANNIE C. WILLIAMS

The questionnaire which follows this article, was used as the basis of a study for the elementary school in 1925-26. The findings of this study were published in the March, 1926, issue of the Bulletin.

This year, 1930-31, the elementary section plans to conduct a similar study on the problems of the elementary school. Along with the new questionnaire, "A Rating Scale for Elementary School Organizations," by Dr. Paul R. Mort, will be the yard stick. This scale consists of standard measures and forms for collecting data. It is divided into four sections.

Section 1—Progress and adjustment of pupils.

Section 2—Educational activities.

Section 3—School environment and morale.

Section 4—Services.

A score card accompanies this scale. A comparative study of the efficiency of elementary schools for both races will be made. The department of education in each of the land grant colleges will be asked to cooperate with the committee in carrying on the study. A report of the findings will be published in the Bulletin and will also be used as a basis for the Washington meeting.

The officers of the Elementary Section are:

Fannie C. Williams, Ex Officio.

Frank Cooper, Hampton Institute, Chairman.

Miss H. V. Feger, Stowe School, Cincinnati, Secretary.

Mrs. Willa Mae Mayer, Vice Chairman, Director Elementary Education, Washington, D. C.

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Questionnaire on the Elementary Public School 1925-26

The elementary school constitutes all of the school training that three-fifths of the children of the United States will receive. The purposes of the elementary school are to provide for the health, intellectual, vocational, moral and recreational needs. In order that these aims may be accomplished, it is necessary to have well prepared principals, teachers and supervisors; sanitary and well equipped school buildings; flexible courses of study; regular attendance of all educable children.

This questionnaire is sent forth to find out to what extent these needs are met in Negro elementary schools.

There are four main divisions to questionnaire:

1. Qualifications and preparation of principals, supervisors, teachers.
2. Educable children in rural districts, cities, counties, state.
3. Schools.
4. Curriculum—Course of Study.

Questionnaire

1. Preparation and qualifications for Principals, Teachers, Supervisors.

N. B. Answer by "Yes" or "No" each item.

A. Principal.

1. What are the qualifications and years of experience for applicant principals?
 - (a) Less than four years high school.....
 - (b) Four years high school and three years experience
 - (c) Two years beyond high school and three years experience.....
 - (d) Four years college and three years experience
 - (e) Professional Courses.....
 - (f) Special training for principalship.....
2. How many principals in your system are in each class? (Answer by giving number for each class.)
 - (a) Class.....
 - (b) Class.....
 - (c) Class.....
 - (d) Class.....
 - (e) Class.....
 - (f) Class.....

3. What methods are used to improve principals

- in service? (Answer "Yes" or "No.")
- (a) Study Classes.....
 - (b) Extension Courses.....
 - (c) Summer School Attendance.....
 - (d) Institutes
4. Do principals have supervisory duties?.....
5. What special training have they had for supervisory duties?.....
6. Do you have teaching principals?.....
7. What per cent of teaching principals' time is given to supervisory duties?.....
8. Do principals participate in helping to form policy for the year's work?.....
9. Do principals attend to clerical work?.....
10. What per cent of time is given to clerical work?
11. Are extra curricula activities delegated to principals?
- B. Qualifications for Supervisors.
1. What are the qualifications and years of experience for Negro supervisors in elementary schools?
- (a) Less than four years high school and six years teaching experience.....
 - (b) Four years high school training and six years teaching experience.....
2. How many supervisors in your system in the following classes:
- In (a) Class.....
- In (b) Class.....
- In (c) Class.....
- In (d) Class.....
- In (e) Class.....
3. What methods are used to improve supervisors in service?
- (a) Study meetings during school year.....
 - (b) Institutes at beginning of school year.....
 - (c) Extension Courses
 - (d) Summer School attendance.....
4. What are the specific duties of supervisors?
- (a) To improve classroom instruction through
 - Study meeting.....
 - Directed teaching.....
 - Demonstration teaching.....
 - Outlined plans for school year.....
 - (b) To improve making of official reports.....
 - (c) To improve relationship between community and school.....
5. Send copies of Supervisors' programs, please.
- C. Qualification for Teachers. (Answer questions one and three by "Yes" or "No.")
1. What are the qualifications for teachers in elementary schools?
- (a) Less than high school training.....
 - (b) High school and two years experience.....
 - (c) Two years beyond high school and two years experience.....
 - (d) Four years College and two years experience
 - (e) Professional Course beyond College.....
2. How many teachers in each class?
- (a)

- (b)
 - (c)
 - (d)
 - (e)
3. What methods are used to train teachers in service?
- (a) Study meetings within schools conducted by principals.....
 - (b) Study meetings within schools conducted by supervisors.....
 - (c) Group institutes.....
 - (d) Extension courses.....
 - (e) Summer school attendance.....

Educable Children

- II. Educable children—their enrollment; their distributions in grades, attendance and promotion.
- A. How many educable children in community?
- 1. In State.....
 - 2. In City.....
 - 3. In Rural District.....
 - 4. In County.....
- B. How many are enrolled?
- 1. In State.....
 - 2. In City.....
 - 3. In Rural District.....
 - 4. In County.....
- C. What was the average attendance in all schools?
- 1. In State.....
 - 2. In City.....
 - 3. In Rural District.....
 - 4. In County.....
- D. What per cent of the enrollment was the attendance?
- 1. In State.....
 - 2. In City.....
 - 3. In Rural District.....
 - 4. In County.....
- E. How many children were enrolled in each grade?
- Grade 1.....
 - Grade 2.....
 - Grade 3.....
 - Grade 4.....
 - Grade 5.....
 - Grade 6.....
 - Grade 7.....
 - Grade 8.....

Questionnaire on the Elementary Public School

- III. Schools.
- A. Types; length of school term; buildings, and equipment.
1. What are the type forms of school organization?
- (a) Elementary school—Grades 1-8.....
 - (b) Primary school—Grades 1-5.....
 - (c) Elementary school—Grades 1-6.....
 - (d) Elementary scholl—Grades 1-7.....
 - (e) Junior high school—Grades 7-9.....

ORGANIZED EDUCATIONAL AGENCIES OPERATING IN THE FIELD OF HOME ECONOMICS THROUGHOUT THE UNITED STATES OF AMERICA

ALIDA P. BANKS

I. Governmental Agencies.

1. United States Department of Agriculture, Washington, D. C.
(The Bureau of Home Economics, Office of Cooperative Extension.)
2. Federal Board of Vocational Education, Washington, D. C.
3. Children's Bureau, United States Department of Labor, Washington, D. C.
4. Office of Education, Department of the Interior, Washington, D. C.
5. General Extension Divisions of State Universities.
6. State Departments of Education.
7. State Boards of Health.

II. Professional Groups.

1. American Home Economics Association. Headquarters: 617 Mills Building, Washington, D. C. Annual Meetings: Change each year. Executive Secretary: Alice L. Edwards, 617 Mills Building, Washington, D. C.
2. American Vocational Association. Headquarters: Rooms 225, State House, Indianapolis, Ind. Annual Meetings: Change each year. Executive Secretary: Z. M. Smith, State Director of Vocational Education, Indianapolis, Ind.
3. National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C. Date and place of annual meeting changes each year. Executive Secretary: J. W. Crabtree.
4. National Congress of Parents and Teachers, 1201 Sixteenth Street, Northwest, Washington, D. C. Date and place of annual meetings change each year. Executive Secretary: Mrs. Arthur C. Watkins.
5. National Conference of Social Work - Home Economics Group, 277 East Long Street, Columbus, Ohio. Date and place of annual meeting changes each year. Executive Secretary: Howard R. Knight.
6. Eastern Arts Association, W. L. Dickinson High School, Jersey City, N. J. Date and place of annual meeting changes each year. F. E. Mathewson, Secretary (1929), W. L. Dickinson High School, Jersey City, N. J.
7. National Conference of Supervisors and Home Economics Teachers. United States Department of the Interior, Bureau of Education, Washington, D. C. Annual meeting place and date change each year. Miss Emeline S. Whitcomb, President. United States Bureau of Education, Washington, D. C.

III. Voluntary Agencies.

1. Child Study Association of America, 509 West 121st Street, New York, N. Y. Date and place of meeting change each year. Mrs. Sidonie M. Gruenberg, Director, 509 West 121st Street, New York, N. Y.
2. American Red Cross, American Red Cross Building, Washington, D. C. Date and place of meeting change each year. Miss Elizabeth Beye, Director of Nutrition, American Red Cross Building, Washington, D. C.
3. American Child Health Association, 370 Seventh Avenue, New York, N. Y. Date and place of meeting change each year. Dr. S. J. Crumbine, General Executive and Director, 370 Seventh Avenue, New York, N. Y.
4. Metropolitan Life Insurance Company, One Madison Avenue, New York, N. Y. Dr. Lee K. Frankel, President.

IV. Higher Institutions for the Teaching of Home Economics.

This material was taken from Pamphlet No. 3, "Home Economics Instruction in Higher Institutions," published by the United States Department of Interior, and prepared by Miss Emeline S. Whitcomb, specialist in Home Economics, and Andrew H. Gibbs, of the Department of Education.

This Survey of Home Economics Instruction in Higher Institutions, including Universities, Colleges, Normal Schools, and Junior Colleges was made in 1928-1929.

It was found that 322 institutions offer a four-year curriculum in Home Economics leading to a baccalaureate degree. Eighty-eight higher institutions of education report as having courses in Home Economics but not granting degrees in the subject. Ninety Normal Schools and eighty-four Junior Colleges offer courses in Home Economics but do not grant degrees.

The total number of institutions reporting as offering Home Economics instruction is 584. Students listed in Home Economics courses leading to a baccalaureate degree are 37,619. These figures include both white and colored institutions.

Colored institutions having a four-year curriculum in Home Economics which leads to the baccalaureate degree are:

1. Howard University, Washington, D. C. Dr. Mary A. Fitch in charge.
2. Spellman College, Atlanta, Ga. Miss Daisy A. Kugel in charge.
3. New Orleans University, New Orleans, La. Lillian Hanawalt in charge.

4. Alcorn Agricultural and Mechanical College, Alcorn, Miss. Mrs. Eunice D. Powell director.
5. Lincoln University, Jefferson City, Mo. E. V. Pepsico, J. Brassfield, in charge.
6. Shaw University, Motta L. Sims, Raleigh, N. C.
7. Winston-Salem Teachers College, Winston-Salem, N. C. Harriet A. Harris in charge.
8. Wilberforce University, Wilberforce, Ohio.
9. State Agricultural and Mechanical College, Orangeburg, S. C. Miss Marion Gardener in charge.
10. Virginia Normal and Industrial Institute, Ettrick, Va. Cleopatra White in charge.
11. Hampton Normal and Agricultural College, Hampton, Va. Elizabeth Hendry in charge.
12. Bluefield Institute, Bluefield, W. Va. Julia S. Skinner, head.
13. West Virginia State College, Institute, W. Va. Alice Harris, director.

Higher institutions for colored having courses in Home Economics but not offering degrees in the subject are:

1. Morris Brown University, Atlanta, Ga. Beulah H. Jackson in charge.
2. Paine College, Augusta, Ga. C. M. Barrett in charge.
3. Simmons University, Louisville, Ky. Mrs. M. Belle Offutt in charge.
4. Straight College, New Orleans, La. Alice W. Smith. Mrs. H. P. Washington in charge.
5. Princess Anne Academy, Princess Anne, Md. Maty Faulkner in charge.
6. Jackson College, Jackson, Miss. W. R. Reese in charge.
7. Colored Agricultural and Normal University, Langston, Okla.
8. Lane College, Jackson, Tenn.

Normal Schools and Teachers Colleges:

1. State Agricultural and Mechanical College, Normal, Ala.
2. Myrtilla Minor Normal School, Washington, D. C. Mrs. E. B. Lisemby in charge.
3. Georgia Normal and Agricultural College, Albany, Ga. Esther T. Holly in charge.
4. Bowie Normal School, Bowie, Md. Elizabeth Virgil in charge.
5. Cheyney Training School for Teachers, Cheyney, Pa. G. M. Teal in charge.

Junior Colleges:

1. Moyne Junior College, Memphis, Tenn. Edith Jacob in charge.
2. Storer College, Harpers Ferry, W. Va. Phyllis Blagden in charge.

Of the 584 institutions offering Home Economics instruction, 17 of them are Negro institutions. These

offer a four-year course leading to a baccalaureate degree. Eight of the 584 institutions have courses in Home Economics but do not lead to a degree. Seven of the 584 institutions have courses in Home Economics in Normal Schools or College but do not lead to a degree. Thus we have 34 higher institutions for Negroes teaching from one to four years of Home Economics. There are 556 higher institutions for white people or for both white and colored, as in the Northern area of our country.

V. Other Agencies Operating in the Field of Home Economics.

1. Home Economics Sections of State Teachers Associations and County Round Tables.
2. Office of Cooperating Extension Work, United States Department of Agriculture, Washington, D. C.
3. Extension Service in Home Economics and Agriculture, under the auspices of the Anna T. Jeans Fund, Smith-Hughes, and Smith-Lever Funds and similar funds.

The various organized educational agencies operating in the field of Home Economics throughout the United States as herein listed will send such material as it records.

The American Home Economics Association is, perhaps, the only agency listed under the professional group that gives definite thought to Negro Home Economics organizations and workers, as a part of its program. At the 22nd annual meeting in Boston, July 1929, Miss Clyde Mobley, of Louisiana, chairman of the Committee of Assistance to Southern Negro Home Economics Workers, presented the report of that committee, excerpts of which are now stated:

"The Committee has directed its activities largely towards *investigating the status of group organizations among Negro Home Economic workers in the South*. A brief questionnaire sent to the state supervisors of Home Economics and to the State Home Demonstration agents in fourteen Southern states gave the following information:

"Thirteen of the fourteen states have state educational associations for Negroes. Nine of the fourteen states report a sufficient number of Home Economics workers to justify a state organization in conjunction with the Educational Association.

"Eight of the fourteen states have Home Economics sections of the State Teachers Associations for Negro Workers. Eleven of the fourteen states report that such an organization enables the state Home Economics leaders to give more professional standards and assistance to Negro Home Economics workers. Nine of the fourteen states report that a local of state Home Economics organization among Negroes would improve professional standards and stimulate a desirable leadership among Negroes."

In answer to a question regarding the types of service which might be advantageously secured

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DEMAND AND THE MECHANIC ARTS

J. C. EVANS

The dominating position of things mechanical in modern times is not debatable. It is conceded actuality. Wherefore we present here certain demands related to this domination reviewed in terms of education. The demands which mechanic arts create are considered first, then demands which mechanic arts are adapted to fill, and finally demands which mechanic arts education must make to meet current requirements.

Observations are made, some critical, but by no means exhaustive, concerning active, vigorous and insistent demands interrelated with the mechanic arts, and including the various phases of trade, technical, industrial and vocational education.

Today science or technology reports a new product. Tomorrow industry produces it, commerce presents it and after an initial lag at each stage during which it must pass various tests it becomes an accepted article or commodity. The simplest finished product followed through its life history from the raw material reveals technical and industrial processing which becomes greater and more complex with the amount of modernization of which it is a part. In many successful cases the net result of this new offering is that a new material product is placed in demand, a product of the mechanic arts or one in which the mechanic arts are contributory at almost all stages of its production. An example will show the ramifications through which demand thus follows demand.

Proper lighting is important in education. If darkness came at dusk we would be a different people. Firelight was the source of illumination for countless centuries. Later the wick burning in a vessel of oil so established itself as the ally of learning that it still appears in artistic works where the motif is academic.

Then a half century ago Edison invented the incandescent electric light. Literally and figuratively this development has illuminated this age beyond the wildest dreams of the older days, and beyond the powers of the most astute to conceive or portray. Concurrent advances, increasingly technical and more widely mechanical, yielded the stereopticon, a kind of magic lantern which caused still pictures projected on a screen to stand out in relief; the moving picture machine followed, color was added and gigantic enterprises of commercial and industrial nature arose; people learned and thought and acted in new ways. Recently, developments from radio and the telephone have been added to effect the talking motion picture. From a project in illumination, then, has arisen this miraculous factor in life, among many others of kindred origin.

Amid such changes it is easy to understand what we shall see in even the very near future and what factors and influences education must be prepared to take account of. It should not be impossible, however, to see this machine, this photo-electric-

mechanical lecturer and demonstrator soon participating in instruction in our best classrooms. Such will add another element, but by no means a final one, to our system of education. These possible offerings of mechanical and technical developments to the field of education and to life may soon open opportunities which shall lead to changes as revolutionary as any we have seen in these recent years of rapid educational change and progress. It should be the present concern of education to properly allocate and control these new forces for the common good.

As prime factor in many of the rapid changes and the new demands thus created it is natural that the mechanic arts education should be peculiarly adapted to meet many of the resulting or concomitant demands of the day of their ascendancy. Three of these possibilities follow.

1. Student ambitions need broadening and redirection. Education has not succeeded in showing to thousands of high school and college students that they cannot all reach the outstanding positions of the leaders of their community by the same professions. These men and women have made places for themselves and have made us what we are by daring to be different from their forebears, and so must our youth venture abroad and ahead.

One survey by the Urban League shows 6% of all American Negroes in industry, 2% in trades and 1% in the professions; one by Mays for the Y. M. C. A. covering a large distribution of college men shows that 25% of them are interested in medicine and that four professions attract 60% of them; another made at the West Virginia State College discloses 4% of the men in one section engaged in skilled labor, 40% of the school boys there interested in entering the mechanic arts, and 4% of the college men actually preparing in that field. These figures and others are eloquent in pointing out the great waste of time, energy and ambition which must result from such conditions. Other outlets must be found for these priceless human possessions if they are to be conserved and reach full fruition.

Among others, the technical fields demand ability and energy and offer yields which adequately meet this demand for new outlook and revised perspective for the youth in school. This is true in the elements of the trades, where the arguments are widely known, but in a greater way it holds for highly skilled labor, for contractors, manufacturers and technicians. The utter impossibility of many of the ideals set up becomes more apparent with the increasing difficulty of satisfactory placement of the products of our schools. With incalculable losses in hope and aggressiveness due to failure and frustration at the threshold of careers there should be no hesitancy about attacking any legitimate avenue which offers new possibilities. There are careers

in technical pursuits to inspire the most ambitious and commensurate returns for those who qualify; herein is indicated a solution in another direction.

2. Employment problems demand attention. No debate can be based on this point, and elaboration is decidedly uncalled for here. However, as the current Woofter report points out, it is not sufficient that we put forth effort to maintain a constant ratio of employees in the industries. It is highly important that we promote individual and group advancement into places of responsibility, rank, and remuneration that are in keeping with that of the mechanical and technical fields in general. This campaign must be fostered notwithstanding restrictive codes, big business, trade unions or other antagonistic forces. This need for promotion and advancement introduces the last item of this group.

3. Training, definite and objective, is demanded today as never before. When a prominent national telephone executive recently said that his organization could do well with fewer college men he emphasized such training by showing that they could take a promising high school graduate and train him themselves for their own work much better than the college could in general. The important difference here is one of direction and definition and this is doubtless as clear an enunciation as possible of a growing problem in education. Present day demands are expressed in terms of efficiency, precision, co-ordination, schedule, exactitude, utility, and the like. By the very nature of its content and method, training in the mechanic arts is much better suited to meet these demands than most of the present liberal or general courses.

These three problems doubtless suggest many others which would welcome a contribution toward their solution from any source and reference to treatises on vocational guidance are not necessary, either to set forth the problems or to show what the mechanic arts have to offer toward solution. What is necessary, and it is an increasing demand, is that much of our present curricula be critically examined in the light of future demands to be met, and revised accordingly.

II.

Such examination reveals certain demands which mechanic arts education must make if its potentialities are to become available in meeting the demands mentioned above. If these demands are not met at least one great source of power is rendered increasingly inefficient and ineffective. Without apology, these demands are treated as resting upon the requirements for technical training mainly, and the other prerequisite mechanic arts afterward.

1. Teachers are urgently needed. There are not quite 300 teaching trade and technical subjects in all our colleges and academies. They are altogether inadequate for leading and preparing leaders where millions of people are concerned in the movements necessitated by the mechanistic factors in modern life.

This teaching force, except for the influence of two large institutions, is largely nondescript, being recruited without rigid standards. Men are entering

the field, however, with adequate training in method and content and they are able to attain rank and salary which give this branch of the profession a much needed prestige. Besides teachers, officials and administrators are needed,—men who will courageously revise the course of study and place emphasis where it will yield definite returns.

2. Equipment is demanded. No harm would be done,—indeed great good would be done,—if mechanic arts education could follow its kindred interests in the industries and close down for a year to retool all shops. Inaccurate gauges, eccentric grindstones, belt and rope drives, battered printers type, direct current lighting systems, dilapidated sewing machines, obsolete lathes, pumps, meters, hammers, printing presses, transits, tools, and materials of another day would then go the way of the wooden ship. Replacement could be made in accordance with modern shop and laboratory specifications, taken from the industries involved.

3. Money is thereby demanded, however. Trade and technical education is costly but need not be wasteful. It has the advantage that whereas most of the laboratory supplies in other departments end up in the sink and incinerator, utilitarian and educational ends may often be served at the same time by its products. Machinery is costly, but human time, effort, and energy are more valuable, and no justification is seen for the authorities who will prescribe a hammer and saw for the boy "because he should know how to use them" without regard for his interest, and who will refuse him the opportunity afforded by a band saw or lathe, "because of cost," and likewise regardless of his interest.

When one reads or hears the glowing description of the industrial work of some of our institutions, often offered toward securing funds for operating the institution, and then seeks the returns from these funds in terms of expert artisans or technicians; when one examines the catalogue and then visits the campus in search of this capital invested in buildings and equipment for mechanic arts; the question naturally arises as to whether the most acute problems of administration and public sentiment can offer sufficient excuse for the small pro rata set apart for this field. Industrial program advertising has yielded many colleges up to date, and now it becomes most important that these programs demand adequate funds as their just portion.

4. Objectives are required, moving now to another type of demand. These must be restated and defined for an era which promises to move far away from the workman whose chief asset was physical strength. There are serious doubts, well supported, as to the possibility of economically training a finished workman in a school shop. If the aim be to produce journeymen, teachers, contractors, or to lay a broad and firm foundation for individual advancement, these, as modern educational procedure demands, should be properly defined and the methods so determined, prescribed, and followed as to reach the objectives set.

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THE RIGHT EDUCATION IS THE PRINCIPAL THING

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world. The world is interested in man and his productions as well as his consumptions. The full realization of this interest and effort program comes with the promotion of the child-centered school. This is where action, stimulation, inspiration, and contact make for the child a complete development. This is certainly true with the colored child because society refuses to permit him into full contact with all socialization processes in evidence. Any colored school that is concerned only with the ordinary classroom procedure as outlined in handbooks and courses of study with no attempt supplementation through extra-class activities and enriched courses through a broadened curriculum is far short of its purpose. It matters not how experienced and specialized the committee on curriculum making may be, there remains much for the classroom teacher and principal to do. There are little variations based on a scientific understanding of individual needs that the classroom teacher must give in order to bring out the unique points of every human being. For instance, if a course in composition is being offered, the teacher cannot, if he expects to get the best results, assign all pupils the same task. If a survey would be made it would be found that some children coming from good homes would know already what another needs to be taught. To teach all alike would mean time lost for one. On the other hand there will be many things connected with composition work that the fortunate child does not know. It is the task of the teacher to find out and center his teaching procedure where needed.

Interest may be viewed from three points:

1. Interest means the whole state of active development. One is interested in following or doing something that brings satisfaction to him. He is interested in banking, insurance, teaching or any of the 1001 occupations that may appeal to him.

2. Interest means the objective results that are foreseen and wanted. One may be working amid all drudgery imaginable because of foreseen results in money return which will give him the education desired. One may willingly engage in many hours of practice on the piano to attain the accomplishments of a Paderewski or Beethoven. One may study all night to obtain the results of a Panama Canal construction like General Goethals. How essential it is to hold up to the growing youth those objective results foreseen and wanted. It is often said of the colored youth that he is shiftless, worthless, and indifferent. Much of it can be traced to his social outlook based on the educative process. The school does not appeal to his interest. A broad and comprehensive view of the world about him is not held up to him. He is told of the interests and achievements of the white boy. He may become interested in banking and insurance only to see the door of opportunity, in a large way, closed in his face. He is taught from the school to the fireside that he

cannot do, he cannot face life as any other boy. He may foresee and want, but that must be all. On the whole he is destined to be, as a race, a "hewer of wood and drawer of water" for his more favored brother. The writer has taught in the schools of the north and of the south. Several years of his life have been spent in both sections. It is a fact the colored boy of the north has a different attitude toward life. He has more confidence in himself. He has been taught differently. He foresees and wants and goes out to achieve and attain. The southern boy solves his mathematics, translates his language, writes his English, reads his history and lets it go at that. There is little or no attempt to weave all learned into the big life problem because he is taught it will not work. He is realizing the knowing how to vote, the learning about banking, etc., will not have the same meaning in his life as they have with the white boy. Yes, with the kind of education he is forced to accept he will continue to be indifferent, and shiftless.

3. Interest means the personal emotional inclination. This is as the connecting wires which unite objects and beings otherwise remote and distant. The youth who is spurred with that glowing imagination and intensive feeling to do or die always gets away with accomplishments well done. It is wanted that same emotional zeal that sent the American soldiers through Chateau Thierry with the song on their lips, "And we won't be back til its over, over there"; that same emotional zeal and fevor that sends a university eleven on the gridiron to come back victorious adding fame and honor to the "old school." The youth of America, and especially the Negro youth, needs in larger doses emotional zeal with a purpose; an attractive outlook on life that will spur this zeal. Take away the opportunity of appeal to the surging emotions latent in the breast of every youth and you take away life, progress, activity—everything. The fires of achievement cease to burn and the individual becomes a worthless, shiftless and indifferent character.

6. Education must provide for character and cooperation.

America boasts of material achievement, fabulous wealth in money, capital, and natural resources; facilities in commerce, industry, and transportation that are astounding; standards of living that are softening the warp and fiber of her people, large scale production and expanding markets that command respect and envy of the whole world. In the wake of all this, killings become more brutal, robbing and hi-jacking more evident, modesty is thrown to the winds, society means, in a large way, wine, women, and cards. The man is judged by his command of these material elements. This can be easily seen by observing how agencies of intrinsic character are waning. The church, once the one vital source of character development, is no longer the potent factor of yesteryears. It matters not how flagrant the crime or brutal and primitive the murder the church refuses to take a hand. It may be

assumed this is largely due to rising influence of the state in the matters of social control and protection, yet the powers of character training cannot safely be left to the state alone. If some minister takes courage to speak, he is jokingly tolerated as a die hard obsolete to be lenient with until his day ends, or if his statements become too pricking, he is advised, to "preach the gospel." Many of the church people fool themselves into believing that they are doing a wonderful work by building imposing edifices, paying ministers' salaries and raising money for "foreign missions" while right in the doors of the church are lynchings, riotous livings, adultery, murder, and graft, and the 1001 other modes of pilfering, exploitation, and dirt. There are groups, as the white race, in some sections, that build up their so called communities with clean and paved streets, artistic homes and reverent churches, all set in an air of culture and refinement. All good, as it seems, but on the other hand they lose any sense of religious ideals as set forth by Jesus Christ, by loading the unwanted elements of their own onto other districts, wiping their hands and calling the fact settled. In many cities of the South the corrupted element of the white race is thrown among the colored people, in many instances, into the midst of the schools and churches, all in the name of the Saviour, Jesus Christ. The matter is left with these foul and persistent odors remaining to contaminate the colored youth. The church refuses to take a hand. During the period of 1930 when lynching was running riot in Texas and other sections of the south on the slightest pretext of Negro altercations with whites, when the civilized world was aghast at the spectacle, the ministers announced their sermons of remote idealism and preached them with the nonchalance of "God's all in His Heaven, God's right with the world."

The family, like the church, is giving away. Whether it be for better or for worse, the fact remains. The growth of cities with home life, as such, becoming less influential, the rising standard of living with increasing wants and needs outdistancing the income, causing parents to be away from home and children, the increasing complexity of large scale production, and the ease of communication and travel that puts no limit to environment and contact—all these help to break down the home and cause family life to wield less and less influence. The recent freedom of woman with chances to follow every avenue of life open to man has caused her, in a large way, to give up the so-called drudgeries of old in rearing children and seek the new and alluring fancies in clubs, mission work, politics, reading circles and the many other new things to call her away from the children. Increasing hours of play without supervision, with less work, in many instances, no work, thus not disciplining the youth through work into those hardening elements that made for honest to goodness men of other years. All these tend to weaken character, that one thing, essential to permanency and continuity of social good will. The writer has observed the indifferent

form of play as compared with the whole hearted, buoyant play of the days when youth worked while he worked and then played while he played. That was the time when farms were kept, cattle were fed and every thing in general attended to with purpose and precision. Out of such well balanced life came the Hoovers, Coolidges, Fords, and Lindburgs.

Knowledge has given us facts and principles as a social heritage. We are utilizing the laws of physics, chemistry, economics, and mathematics for our material welfare. Skills have made America the most practical nation in that she has applied efficiently the principles and discoveries of man, so much so, that wealth flows abundantly. Think of it. There are hundreds of people in this county with incomes of a million a year. We are almost obsessed with an obsession for efficiency, income, gain, production. Certain habits and modes of behavior have been crystalized into persistent forms, some to our advantage and others not so. But the one thing lacking is the cultivation of proper attitudes, purposes and tastes. Character is the sum total of all these—knowledge, skills, habits, and attitudes, tastes, and purposes. Knowledge is essential for background and foundation, skills and habits are valuable in order that ease, efficiency and spontaneity may be realized in all individual and group development and progress. But in attitudes, tastes, and purposes are the dynamic forces which determine how things will be done and how well. Take away these and the individual is machine-like and lifeless. The artistic sense is cultivated, the ideal of progress, of doing a thing better and on a higher plane is largely the result of the cultivation of proper attitudes. On the other hand give knowledge, habits and skills and leave out proper cultivation of tastes and attitudes and you may have an efficient people, an intellectual people, people versed in language, sciences and what not, but you will still have murder, riots, lynchings, peonage, enslavement, discriminations, and prejudice. It is when peoples' minds have taken on proper attitudes that character in its true sense becomes evident. Nations may build huge factories, newspapers, and put works of art in galleries and in fine homes. They may set up printing presses that turn out thousands of Bibles containing the sermon on the mount and still the factories may be used to exploit and kill, the newspapers to spread wrong propaganda as to racial, sectional, and national relationships, the Bibles may be used to swear untruths and to keep the world in a state of riot and misunderstanding. These and many other things of worth will remain so or become stinging elements of wrong because proper attitudes are not cultivated. What good will it do any minister to preach Jesus Christ to the world and the cause for which He stood and then say to a colored man, "Your presence at this church is not desired."

Character, the sum total of individual make-up in knowledge, habits, skill, and attitudes must take a new and broader position in the educative process.

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A PLAN FOR THE VARIED AND MORE INTELLIGENT USE OF THE BULLETIN BOARD

ETHEL EVANS HOLLAND

Having realized the lack of any desirable results gained from the use of my bulletin board, I set about to plan some worthwhile uses to which it might be put. I wanted to make the bulletin board a constant source of delight to the youngsters, and at the same time be constructive in content.

Some of the ways in which this problem was solved follow:

1. For pupils who arrived at school early, the bulletin board contained an assignment such as monitors for the day, a problem to be solved, a story to be reported, an illustration to be made, decorations to be made for the room, etc.

2. During the Red Cross Drive a notice was written explaining the purpose of the drive, how children might become members and receive buttons. At the end of the notice was written, "If you would like to join, drop a penny in the envelope below and sign your name on this sheet." As a result the class was 100% in membership.

3. The children signed up and paid for their milk each morning at the bulletin board. There was a

monitor who found the total amount of milk needed and made out the order for it.

4. Sometimes when a child was ill, a notice was posted with the suggestion that flowers or fruit be bought. The money was placed in the envelope on the bulletin board.

5. Pictures which correlated with work in geography or other subjects were posted with questions accompanying them. These questions were sometimes judgment and sometimes research questions. This particular type of assignment was very broadening.

6. Pictures of such interest as to arouse children to ask questions which often motivated a project, were also placed on the board.

7. Announcement of contests, when they were to be held the rules of the contest, the winners, etc., were made by this means.

8. It sometimes contained a list of short stories to be read and reported on in leisure time.

The bulletin board can be made a most effective device for arousing interest, and for teaching the profitable use of leisure time.

Character Training During the Lunch Period

ETHEL EVANS HOLLAND

We hear today in educational circles much about character training and the many ways of instilling good traits in children. It is always possible to create situations which inspire ideals for the formation of good character in the teaching of such subjects as history and literature. There are, however, other ways that these situations may be created.

The lunch period, for instance, offers splendid opportunity for the teaching of good table manners which are woefully lacking in the average child of eight or nine years. The early lunch period when crackers and milk are served was selected by my class as the best period.

A host and hostess were chosen for each day, thus allowing each child the same opportunity. It was motivated as a game. It was the duty of the host and hostess to find out how many would be guests at luncheon, the guests being those who bought milk and crackers on that particular day. The host put the tables and chairs together while the hostess prepared the table, setting it with cloth, napkins, paper plates, and on special occasions forks for salad or spoons for ice cream, and flowers for the center. The guests were called, seated, the blessing was said,

and the luncheon served. The menu consisted of milk and crackers, sometimes fruit, etc. In winter a large girl sometimes made cocoa. Any delicacy brought in by the children was shared.

At first it was necessary for the teacher to be in the background in order to know just what improvement was needed. Later suggestions for improvement of the lunch period were made through stories, pictures or discussion. Children hate nagging and moralizing, and much better results are obtained where the character training takes place unconsciously through suggestion.

Some of the good habits which may be formed as the result of the training given during the early lunch period are:

1. How to act as host or hostess.
2. How to set a table.
3. How to sit quietly until the hostess takes her seat.
4. How to sit at the table properly.
5. If forced to leave the table before the others, what to say.
6. How to use knife, fork, spoon and napkin properly.
7. How to eat.
8. The impropriety of reaching over or in front of people.
9. How to select food offered.
10. The proper kind of conversation.
11. What tone of voice to use.

OBJECTIVES FOR ELEMENTARY SECTION
1930-31

(Continued from page 16)

- 2. Do the principals teach? (Answer one.)
In (a) form.....
In (b) form.....
In (c) form.....
In (d) form.....
In (e) form.....
- 3. What was the length of school term for year 1925-26?
(a) 180 days
(b) 161-180 days
(c) 141-160 days
(d) 121-140 days
(e) 101-120 days
(f) 81-100 days
(g) 1- 80 days
- 4. How many school buildings are owned
(a) by City.....
(b) by Rural District.....
(c) by County.....
(d) by State.....
- 5. How many rented buildings are used?
(a) by City.....
(b) by Rural District.....
(c) by County.....
(d) by State.....
- 6. Of the number owned how many are wooden?
(a) in City.....
(b) in State.....
(c) in Rural Districts.....
(d) in County.....
- 7. How many schools with one room?.....
How many schools with three rooms?.....
How many schools with more than five rooms?
How many schools with more than ten rooms?
How many schools with more than twenty rooms?
How many schools with more than thirty rooms?

Equipment of Classrooms.

- 1. How many standardized classrooms?.....
- 2. How many schools with adjustable desks and seats?
- 3. How many desks and seats are not adjustable?
- 4. How many feet of blackboard space in each room?
- 5. Are maps, globes, supplementary readers and references provided
by City?.....
by State?.....
by County?.....
by Rural District?.....

Heating, Lighting and Ventilation.

- 1. What method of heating is used?
(a) Old fashioned stoves.....
(b) Jacketed stoves.....
(c) Steam heat.....
(d) Hot air.....
- 2. What system of lighting is used?
(a) Light from rear.....
(b) Light from left side.....
(c) Light from two sides.....
(d) Light from all sides.....

Ventilation.

- 3. What system of ventilation used?
(a) Windows
(b) Transom
(c) Air shafts.....

Playground and Basement.

- 1. Is there a well equipped playground in each school?
- 2. Where do children play on rainy days?.....
- 3. Is there a basement in each building?.....
- 4. What use is made of basement?.....
(a) For assembly.....
(b) For play.....
(c) For classrooms.....
(d) For physical education.....

IV. Course of Study.

- 1. Is the course of study adopted to individual needs of pupils?.....
- 2. Does the course of study provide for the health needs of pupils?.....
- 3. Does the course of study provide for the teaching of cooperation through service?.....
- 4. Does the course of study provide for training in morals through participation of pupils in daily situations?.....
- 5. Does the course of study provide for the mastery of tool subjects through self competition of pupils?.....
- 6. Does the course of study provide for the acquiring of habits involved in home making?
Serving
Cooking
Manual training.....
Construction work.....
- 7. Does the course of study provide for the teaching of pupils how to enjoy their leisure hours?
- 8. Are doctors and nurses employed to direct the work in health training?.....
- 9. Are instructions in health training provided for classroom teachers?.....
- 10. Are teachers allowed to participate in the work of revision of course of study?.....
- 11. Are teachers stimulated to work out original problems connected with revision of the course of study?.....

N. B. Please answer and return questionnaire within ten days after it is received.

THE RIGHT EDUCATION IS THE PRINCIPAL THING

(Continued from page 22)

The youth must get the proper attitude toward all work as well as all play. There are many of the so-called educated, will starve before they will do the so-called common labor "Wrong Attitude." On the other hand, President Coolidge's son went from the white house to the farm for discipline—"the right attitude." People must get the proper attitude toward success—not the flowery bed of ease affair, but one of repeated steps forward and backward, successes and failures, all these and more. In our penitentiaries are well developed minds as to knowledge, skills, etc., but with the wrong attitude. Instead of using their knowledge of chemistry to build more safes and better ones, they are using it to destroy and rob them. Instead of using their knowledge to eliminate deadly disease germs, they are using it to inoculate people and banefully spread death and destruction. A man's soul is his character. I see more clearly the statement of the Master when he said, "What will it profit a man to gain the whole world and to lose his own soul"? Lose the proper attitude toward God, man, and nature. What will it mean to have knowledge of these things and apply skill in manipulating them and take the wrong attitude to appropriate therein the name of sinister passions, greed, and selfish conceit. The proper attitude will have people to understand that life is a gift and possession is a stewardship. The improper handling of either means destruction.

The new education must provide for a training through curricula and extra-curricular activities that will result in a character training that will provide a broad comprehensive outlook on the world, a skill in the efficient handling of its elements, and the proper attitudes so as to bring about that continuous social and natural adjustment so necessary to social and natural harmony. This can be realized by providing a program that will set up objectives of social as well as non-social qualities and work out specific outcomes and consequences. The outcome, the ideal must not be blurred. It is not enough to preach honesty is the best policy. But specific outcomes based on analysis of social situations must be held up in the light of it. Benjamin Kidd, in his book on Social Evolution says, the one great contribution of Christianity is the developing of the humanitarian spirit. The value ultimately in assuming the attitude of helping others, doing good to all, even them that spitefully use you. He says, further, there was knowledge, intellect, skill a plenty in the world before the coming of the Christian era, but nations went on decaying, enslaving falling and passing out with their philosophy, law, and art, by repeated wars and conflicts. But world stability came, and progress went forward, when people assumed the proper attitudes toward each other, through humanitarianism. Before the Christian era it was war, conflict, con-

quest and exploitation. The attitude of might made right. But Christianity came singing in the language of the Negro spiritual, "Going to lay down my sword and shield and study war no more." As a result, a more social outlook was obtained.

It is the duty of the public schools to teach the proper attitudes, if proper character is wanted. Books must not be written that play one group as the only group, and all others are worthless species. These must come, as is coming, the new geography, the new civics, the new history, and all others based on the humanitarian ideal. The ideal that all nations and peoples in the light of their environment have made some vital contribution to civilization. However much the European may boast of his conquests of Africa and bringing the continent into civilization, it is a fact this was done largely by obtaining information from the natives on how to combat the diseases and other impediments of which no other people knew but the natives. It is glorious to read of the succeeding steps of the European in the development of America. But how to track the forests, bring down the wild animals for food and fight off the ever lurking enemies was done through the knowledge given by the Indians. Many of the foods that are now used to feed millions are contributions of the American Indian. What man possessed of any learning at all would attempt to say the Negro has made no contribution to our civilization? The attitude of peace on earth, good will to all men will bring peace and goodwill just as the attitude of race prejudice, sectional prejudice or national prejudice will beget hatreds, riots, and conflicts.

In a time when man was close to nature and self sufficiency was dominant, there was no need for cooperative enterprise. Individuals, tribes and clans were set against each other. It was a matter of conquest, enslavement, and exploitation. Each unit sufficient in itself. Whatever were its wants they were supplied by work and force. But with increase in population, large scale production bringing about complex division of labor in more complex forms, artificial modes of living and many other outgrowths of a developing civilization, have made it essential to continued progress that the spirit of cooperation must prevail. This spirit is concerned with the attitude of giving and forgiving, demanding respect as you respect others. In fact doing unto others ■■■ you would have them do unto you. The spirit of cooperation is the outgrowth of proper attitudes in character development.

The modern rural school must meet the needs of modern rural life. Our schools have not begun to tap the great resources of rural life for educational purposes. In the rural community the children are surrounded with living, growing things and with natural beauty on every hand. The occupation of the people has to do with the growth of animals and plants. Who is able to tell of the beauty of rural environment?—Justin Washburn, in the Illinois Teacher.

The Teacher

IF I but had my chance amid this world
 of stress
 Wherein men press and plot and grasp,
 Crowd virtue back, court their own pre-
 judice,
 I'd set a new apprenticeship for life,
 Within the scheme to train the youth
 I'd make for wiser purpose, content, plan.
 Life would be learned in doing,
 Things taught as they are,
 Opening a way to stop our waste,
 Cure social misfits, hold back the flood of
 human tears.
 All this I'd do if I but had my chance—
 And knew the way.

I have my chance,
 Each day there come to me some souls
 Unnurtured to the world. My opportunity,
 My work shall be to find their need
 And help survey a path
 That leads to the supply;
 Then give them learning as a life to live
 Not as a garment to be worn,
 Help them gain courage, endurance, fair-
 ness, inquiry.

From out the mass, mayhap, that here and
 there
 Shall come a life equipped with skill
 To heal some gap in industry,
 Divide in honesty the shares of gain,
 Help law learn justice,
 Or build a better breed of men.
 I may inspire some soul to seek
 The magic of the universe,
 Reach out a hand to grasp
 The harp of science, pluck its strings,
 'Till from their throbbing tunes
 Some deep secret of the Master Mind,
 Another thought of God made new to man.

The race turns slowly but it travels far.
 Though small the angle,
 Its rays, extended, wide diverge,
 A latitude dividing right from wrong.
 Though small my part,
 I, too, may touch redemption for the race.
 Some spark that I shall kindle may burn on
 To glow in life, to gleam in immortality.

John Bretnall,
 Journal of the N. E. A.

INTERRACIALLY SPEAKING

Current Comment on Matters of Mutual Interest

By R. B. ELEAZER

The cheerful proverb that "every cloud has its silver lining," isn't always true, of course, but in most cases it is. In that of the "Black Shirts," for example,—certainly a lowering cloud on the inter-racial horizon, lashed into fury by the winds of impassioned oratory and the forked lightnings of prejudice. It looked pretty bad for a time—and it did have dire possibilities, without doubt.

But now turn the cloud around and take a look at the lining—and you will see that the substantial elements in every community were united and active in opposition to the movement. The newspapers laughed and scouted it; preachers denounced it from the pulpit; officials refused it the use of streets and public buildings; civic and business organizations opposed it; employers of labor frankly defied it.

With all its promises the organization did not succeed in turning a single Negro out of his job here in Atlanta, so far as we have been able to learn. Now the movement appears to be in a hopeless decline, though some of its leaders are still trying to galvanize it into life. They may again succeed for a time and raise another cloud; but that, too, we hope and believe, will have its silver lining, and will ultimately disappear before a growing sense of inter-racial friendship and fair play.

AMERICA'S TENTH MAN OUT IN NEW EDITION

A new edition of "America's Tenth Man," remarkable sixteen-page survey of the Negro's contribution to American history and progress, has been brought out by the Commission on Interracial Cooperation, with headquarters in the Palmer Building in Atlanta, Georgia. This is the fourth edition of 10,000 copies of this booklet that the Commission has published, or a total of 40,000 copies, of which more than 30,000 have been distributed, chiefly to school teachers and pupils throughout the country.

The pamphlet has been widely used as a study text in high schools and has been highly commended by educational leaders of both racial groups. Colored teachers say it fills a long-felt need in their schools, and white teachers that it has great value in giving pupils the basis for more intelligent, fair-minded interracial attitudes.

The new edition is ready for distribution. A sample copy of the pamphlet will be sent to anyone sending postage, or it may be had in quantity at 20 cents per dozen.

OFFICERS OF THE N. A. T. C. S.

(Continued from page 7)

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ORGANIZED EDUCATIONAL AGENCIES OPERATING IN THE FIELD OF HOME ECONOMICS THROUGHOUT THE UNITED STATES OF AMERICA

(Continued from page 18)

through a local or state organization, the following suggestions were given:

"To locate leaders and develop leadership.

"To bring about a closer relationship of the various agencies promoting and developing the work.

"To encourage uniformity of effort and recognition of needs for Home Economics training.

"To assist in planning local and state programs to meet the needs of Negro pupils and teachers.

"To improve the teaching through contacts and exchange of ideas, professional interests and advancement.

"To promote cooperation among Home Economics

teachers and organizations interested in promoting work among Negroes.

"To stimulate and promote a type of program in Home Economics suitable to meet the needs of the Negro race.

"To find Negro Home Economics leaders who have an appreciation of and proper attitude toward the solution of educational problems of the Negro race.

"To develop an appreciation of professional training and standards.

"To secure speakers and arrange exhibits for group meetings.

"To encourage cooperative effort in formulating desirable standards of achievement in home making problems.

"A study of the foregoing facts leads this committee to believe that the Negro Home Economics workers in the South are going forward with professional organizations designed to meet some of the apparent needs peculiar to the problems in Negro education.

"The committee wishes to offer the following recommendations:

"1. Continued encouragement of leadership among Home Economics teachers to the end that they will arrange that type of organization most helpful to the group.

"2. Continued encouragement of an organization or a section for Negro Home Economics workers in state Negro educational associations.

"3. That the Home Economics leaders, State Supervisors, State Home Demonstrators, Agents and others give such assistance as is necessary in promoting an organization planned to give Negro Home Economics workers further opportunity for educational and professional development.

"It is recommended that the committee continue the work of the findings of this report, and that it cooperate with Negro Home Economics workers in developing an effective organization for their group."

In this survey there is no record of Negro representation at any of the meetings of the listed white organizations operating in the field of Home Economics. Therefore, from Miss Mobley's report it appears that we might feel very much encouraged to strive for greater things. The thought of paramount importance is to grow strong in the perfection of our organizations already started, that as a group, wherever we are, let us never fail to be live factors in our field of endeavor, that we should seek to be more professional in our attitudes, and that by careful guidance we may cherish the hope of listening in on the meetings of such agencies as the American Home Economics Association, which held its 23rd annual meeting in Denver, Colo., June 24-28, and the National Conference of Supervisors and Home Economics Teachers, which held its meeting in Columbus, Ohio, June 30-July 1, and other organizations in the field of Home Economics.

SOME EFFECTIVE METHODS FOR IMPROVING SCHOLARSHIP AMONG COLLEGE STUDENTS

(Continued from page 6)

ROBINSON, E. E. "The Independent Study Plan at Stanford University." *Bulletin of the Association of American Colleges*, November, 1928, 431-436.

WALTERS, R. "Teaching Honors Students at Swarthmore." *Bulletin of the Association of American Colleges*, November, 1928, 419-424.

HUTCHINS, R. M. "The Reorganization of the University of Chicago." Reprinted from the *University Record*, January, 1931.

ANONYMOUS. "Comprehensive Final Examination at Fisk University." *Fisk University Bulletin*, June, 1930.

"General Examinations and Tutors in Harvard College." *Official Register of Harvard University*, March 11, 1929.

"New Plan of Study at University of Wisconsin." Document 362, June, 1930.

"Recent Changes in Harvard College." Reprinted from the *Harvard Alumni Bulletin*, 1930.

This article is an abstract of a paper read by Dean A. A. Taylor at the Conference of Collegiate Deans and Registrars, which met in Pine Bluff, Arkansas, March 4th to 8th. But more than that it is a report of Dean Taylor's own program for improving scholarship at Fisk, based upon a survey of methods used elsewhere. The full report appears in the proceedings of the Collegiate Deans and Registrars.

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He that teacheth correct procedure shall stand before kings. But he that inspireth initiative already sits in the presence of rulers.

The law of imitation ante-dates the eight hour day.

THE GARDEN OF CHILDREN PRE-SCHOOL KINDERGARTEN

(Continued from page 9)

vomit. A disregard so complete that even this last resort does not work is not at all satisfying to the child and in the end, he may join the brigade of those who seek a second helping.

After dinner follows the nap period; shoes off, slippers on, they lie on their individual cots and go to sleep. By 3:00 P. M. most all are awake. Shoes are put on, hair is brushed, faces washed, and what a chance for learning to lace and tie! Another drink of milk and crackers or raisins, wraps on for more outdoor play, or indoor activity according to the weather, and the day is over.

A day perhaps, of homely routine duties, yet how full of educational opportunities. Dancing lessons are given once a week by Miss Ida May Hall. At 4:15 Mr. Booker, a most efficient guardian of the school, calls for them. They sing their songs and gleefully depart, eager for a ride with him.

And so, he has been in his environment, planned to meet his needs; he has been able to carry out his plans—an important part of education—without undue interference; he has had other children to play with and learn from; he has learned to give and take. What a wonderful generation such children will make! A race of children with such a start in life would make impossible an army of neurotic adults, crystallized into habits of unhealthful eating, sleeping, and drinking, with all the accompanying ills, and time heretofore spent worrying about symptoms and treatment would be freed for more constructive things.

If thou hast a cut and dried way of teaching, notify the principal in order that he may assign thee to that kind of a class.

* * *

He that learneth to drive a chariot and would avoid an obstruction by fixing his attention upon it, shall not miss it.

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DEMAND AND THE MECHANIC ARTS

(Continued from page 20)

This will necessarily involve radical departures, and will bring in many new ideas and abolish numerous courses which now prescribe manual operations in occupations where machinery has long since replaced hand processes. But radicalism can certainly be no crime in a field which is so characterized by rapid and revolutionizing changes which yield progress.

5. Motivation is necessary if the agenda or the products of mechanic arts education are to move with the speed and precision of today. Essays and addresses on the dignity of labor will no longer actuate any moving influences. Good teachers, modern equipment, and worthy objectives will doubtless show great motive power, since the diversity and utility of the interests aroused are probably greater and more definite in mechanic arts than in the other courses. Outside factors, some of which were mentioned in the first part of this paper, will also add tractive or propulsive motivation.

An outstanding requirement here, however, is an outlet through cooperation with industrial and commercial interests. This cannot be provided overnight but must be a gradual growth, as students are seldom prepared to compete, nor can they become fully prepared unless they are gradually exposed to the rigors of competition as it actually operates.

Fortunately many interests are making genuine surveys and much data is becoming available. This should prove valuable in charting a course that will ultimately lead to active participation in the larger enterprises which belong to the realm of the mechanic arts. To catch up and keep up, revised programs must adequately provide for flexibility and adaptability. This indicates, among other things, a wide variety of courses and projects on the lower levels of training and a greater intensity on the higher levels.

6. Counselors, finally, are demanded—men in education and outside who can see the signs of the times and wisely direct the youth of the land into avenues which will enable them to meet the demands in whatever sphere these may become most urgent.

Many of these statements might be made in some degree of any phase of education, and as such are only pointless platitudes here. But the attempt has been made to show extensively, if not intensively, that these are not possibilities to be passed lightly, but demands—definite, immediate, vital demands of our day, since the advanced mechanic arts constitute most important factors in the decades for which we are now educating. And thus have been reviewed in outline what appears to be the chief prominences of the problems as seen in several related directions from the viewpoint of demand.

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5. *The National Association of Teachers in Colored Schools is pledged to the interests of teachers and children in rural communities, and seeks to secure educational opportunities for the child who lives in the most remote community. If you are interested in these objectives, you are invited to become a member, and to use your influence in securing other members. The Association's goal for 1930 is 20,000 members. The campaign is now on. You are invited to write to Wm. W. Sanders, Executive Secretary, Box 752, Charleston, West Virginia, for information with respect to this campaign.*

Je 19 '31

The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

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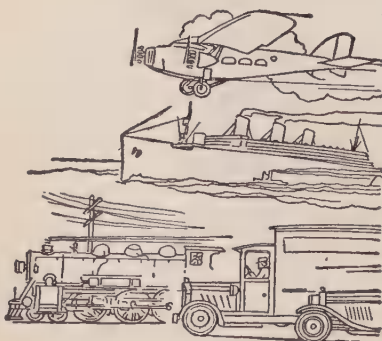
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THE BULLETIN

VOLUME XI

CHARLESTON, W. VA., APRIL-MAY, 1931

Number 7-8

THE PRESENT STATUS OF AGRICULTURAL EDUCATION IN NEGRO SCHOOLS

B. F. BULLOCK

In order to limit this paper to a somewhat definite field, we shall define "Agricultural Education," as here treated, as the direct efforts put forth through school instruction to train farmers, agricultural teachers, agricultural extension workers and investigators in the fields of agricultural sciences. This eliminates from our discussion the activities in the field of agricultural extension work, where so much is being done to help the farmers—but not through our schools. This definition also leaves out of consideration the courses in agriculture being given in many of our schools merely for their cultural values.

The first schools of far reaching influence to give instruction to Negroes in the various agricultural vocations were Hampton and Tuskegee Institutes.

The Land-Grant Act of 1862, known as the First Morrill Act, provided for the establishing of colleges of agriculture and mechanic arts in each state. But as slavery was not then abolished, this act made no provision for the Negro population. The Second Morrill Act, however, known as the Morrill-Nelson Fund of 1890, made definite provision for establishing such institutions for the Negroes in all states supporting separate school systems. The Land-Grant colleges, therefore, represent the first direct effort on the part of the states and Federal governments to train Negroes for the farming vocations through school instruction.

These institutions (the Land-Grant colleges), beginning as elementary and secondary schools, receiving but little support other than Federal aid, handicapped by poor buildings and little or no agricultural equipment and in the throes of polluted politics, were able to make but little progress in developing a system of agricultural education until the influence of the Vocational Education Act was brought to bear. The present system of agricultural education in our Negro schools, therefore, dates back only to the passage of the Smith-Hughes Act of 1917. This act provides for the promotion of vocational education in agriculture, the trades and industries; and for co-operating with the states in the preparation of teachers of vocational subjects.

When this act was passed, providing for the payment in part of the salaries of teachers of vocational agriculture and setting up minimum qualifications for such teachers, there was not one of the 17 Negro Land-Grant institutions preparing teachers of vocational agriculture who could meet the minimum qualifications. And the number of Negro students graduating from agricultural courses in the Northern and Western agricultural colleges was totally inadequate to even meet the needs of the Land-Grant colleges for instructors; so it was out of the question

to look to these Northern and Western colleges for teachers of vocational agriculture in our Negro schools. Therefore, against the desires of members of the Federal Board and others of us who were vitally interested in the matter, separate standards had to be set up for Negro teachers of vocational agriculture in order that we might share in this most important and far reaching act at that time.

This deplorable fact began to attract attention to the lack of support and equipment, and to the very poor type of work being done in these institutions. Conferences of the presidents and instructors of these institutions were called by the Federal Board for Vocational Education in co-operation with the Bureau of Education annually from 1918 to 1926. Through these conferences the business administration, the courses of study and the qualifications of the teachers of these institutions have been greatly improved.

Since this new development, a clearer view of the aims and possibilities on the part of the presidents and faculties, a more sympathetic attitude on the part of the general public, larger state appropriations, private gifts and better trained teachers have greatly raised the standards and given these institutions great prestige. Today, in my opinion, they represent the greatest opportunity and possibility of any system of schools in America to educate and elevate that great mass of humanity represented by the Negroes of the rural South. Let us hope that this supreme opportunity will not be overlooked and neglected for more popular but less noble aims.

The future status of agricultural education in our Negro schools is certainly in the hands of these 17 Negro Land-Grant institutions. With but one or two exceptions, the Land-Grant college in each state is the teacher-training institution for vocational agricultural teachers of that state. In some instances the Director of Agriculture at the Land-Grant college has also been the Teacher-trainer or State Supervisor of Vocational Agriculture in the Negro schools. In other cases these various positions are held by different individuals. But in all cases these individuals, whether under the general supervision of the Director of Agriculture or working in co-operation with him, have their headquarters on the campus and are members of the general agricultural staff. Thus it is that all the vocational agricultural teachers of a state are sub-members of the agricultural staff, and all the vocational agricultural students in a state are indirectly students of the department of agriculture at the Land-Grant institution of that state.

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STAMMERING AND STUTTERING: ITS EFFECTS AND ITS CURE

I. W. TYLER

While a vast number of theories have been and are expounded for the cause of stammering and stuttering, to date they are still theories and fail to satisfy as to the definite cause of this condition. The following are some of the expounded theories: Stuttering and stammering is a surgical condition; it is a weakness of the speech mechanism; an incoordination between respiration and articulation; an incoordination between respiration, articulation, and mentation; an incoordination neurosis; an infective neurosis; an anxiety neurosis or fright inhibition; a condition of amnesia; a deranged state of mind; a disturbance of the cerebral or cortical centers; a transitory auditory amnesia; an aphasic condition; a condition sometimes due to infectious diseases; a condition which may be due to or associated with an enlarged thymus.

A number of the causes seem to be truly theories because pathological autopsy findings of structural changes in the brain have so far never been demonstrated.

There is no royal road to the treatment of stuttering. There is no system or general definite curative therapy for stuttering. Each case demands special treatment, depending on etiology and pathogenesis. Since stuttering is only a symptom that is displayed by an individual with a nervous condition, those that suffer from the condition must be treated as one must treat a nervous person. It is only when the stutterer responds to emotions in a normal way and feels free to express himself that his speech disturbance disappears. Treatment should aim to remove all physical disabilities and all psychic inhibitions which may directly or indirectly interfere with the enervation of speech. In order to effect a cure a composite therapy of a medical psychological, reeducational and social nature is necessary. The doctor, the educator, and the social worker are the greatest factors for good in this work. When they are fused together in such a harmonious union that their adjustment completely saturates the maladjustment of the patients, the desired results are obtained.

In the first place to avoid misunderstanding it may be well to state the difference between STUTTERING and STAMMERING. These two words should not be considered as interchangeable terms, for they are two distinct classifications of speech anomalies.

Stammering is a speech of defective nature and may arise from numerous conditions either of a central (brain) involvement or peripheral involvement. There is an ability to form correctly any or all of the sounds of speech. The continuity of a stammer's speech is never broken, but the enunciation is at fault.

Stuttering is speech of a hesitating nature which is conditioned on certain states of mind in the form of emotions, feelings, attitudes, or ideas. The con-

tinuity of the stutterer's speech is interrupted by spasms of the muscles involved in speech production. The stutterer is able to enunciate every sound or combination of sounds. Gutzmann describes the difference in one sentence by saying, "Stottern ist ein Fehler der Rede; Stammeln ein Fehler der Aussprache," meaning that stuttering is a defect of conversation while stammering is a defect of enunciation.

The nervous system of the stutterer presents a special makeup of increased irritability with diminished capacity; a system that through a heavy hereditary predisposition becomes easily affected from the least cause, and is constantly threatened with a break. Something of an unusual nature such as a shock, a fright, or an illness disturbs the stutterer emotionally and this starts him on his road of stuttering speech. He keeps thinking about it in the beginning and his constant dwelling on the fact that his speech is of a hesitating nature makes his thoughts become fixed habits. This is followed by his imagination, which he is constantly bringing into play. Before long he is down and out mentally and physically when it comes to something pertaining to his speech.

Having a strong neurotic tendency he is naturally sensitive, impressionable, strongly emotional, and lacks the strength necessary to direct his will in a way which will keep him in a balanced state. He imagines all sorts of things in relation to his speech and they soon become realities in his mind. Despite this it is wrong for anyone to look upon him as weak minded or mentally subnormal. As a matter of fact he possesses a very good type of mind, but it has become inward and is introspective. The difference between his and the normal state is simply the difference in view point.

A stutterer can never be coaxed out of his state. Indulgences only confirm his weakness and unhappiness. One thing he must get rid of and that is the idea that somebody else can lift him bodily out of his condition. Someone can help him rise by giving him the necessary understanding and encouragement, but he alone is the one who must put forth the necessary positive effort.

To be lifted out is only a partial and temporary relief. Until his staying powers have been developed and there is a foundation for strength, reasoning, and faith, he cannot be benefited to any great extent. He must earnestly make up his mind that he is going to change and stay changed through every effort of his body and soul. Under such conditions he is bound to succeed as thousands of others have already done.

Stammering speech is characterized by defective enunciation, that is the individual shows the inability to form correctly or utter any or all of the sounds of speech. It is not dependent upon the emotional

speech life of the individual, but upon the mechanical speech life of the individual.

The stammering patient mutilates his speech on account of a central (brain) involvement, or on account of a peripheral (organic) involvement. The nature of the central involvement is either functional or acquired. Numerous diseases or conditions involving the brain and nerves give rise to various disturbances of speech such as Idiocy, Imbecility, Progressive Muscular Atrophy, Hereditary Ataxia, Amaurotic Family Idiocy, Congenital Hydrocephalus, Spastic Spinal Paralysis, Bulbar Paralysis, Insyphilis, Acute Polio Encephalitis, Multiple Sclerosis, General Paresis, Bell's Palsy, Post Diptheritic Paralysis, Tumors of the Speech areas, or of the Medulla, Epilepsy, Chorea, Spasmodic Tics, Hysteria and Insanity. The nature of the peripheral organic involvement is either congenital, such as hari-lip, cleft palate, malformations of the tongue, jaw conditions, etc., or it is acquired, such as the conditions of the lips, teeth, gums, palate, tongue, pharynx, larynx, ears, etc.

Therefore in all conditions of defective enunciation there is present an anatomical defect which is found either in the brain proper or in the organs of articulation, or in the various connections between these two parts. In other words, the fundamental cause is not a destruction of one or more of the speech centers, but a general enfeeblement or weakness of the cerebral cells from within the centers, thus betraying itself in a special way through the delicate function of speech.

Speech is one of the most finely coordinated of all our reactions. At first it is of a very uncertain and inaccurate nature, and even in later life very susceptible to disturbance. For this reason the effect of any shock, such as illness, a fall, a fright, or even a great surprise, is shown first in a person's speech. Not everyone knows the mind controls the body. The psychical is in control over the physical at all times. Realizing this we must class stuttering speech as a physical condition primarily. It starts in the mind of the individual when, after some shock has temporarily disorganized the nervous system, the memory of the experience remains with him. Everyone has shocks that throws the nervous system out of adjustment and results in hesitating speech. The reason that everyone does not become a stutterer is that in the normal nervous system these shocks result in only temporary or momentary maladjustment and the stumbling speech that follows as a result leaves no marked impression on the mind. It is only in the nervous constitution that the maladjustment and resultant stumbling speech is severe enough to give rise to emotionalism in connection with the stumbling speech. In short, you start with an inherited nervous constitution then suffer a fright, fall, fever or in some other way receive a shock that lowers your resistance and throws the nervous system out of adjustment.

One of the curiosities of stuttering is that the overwhelming majority of those afflicted with it are boys. There are five or six stuttering boys to one

stuttering girl. Girls as a rule talk more than boys; therefore, they get more practice in speech production; also, although it is generally conceded that females are more nervous than males, the female is better capable of maintaining her coordination under emotional strain, because she is naturally more graceful and her coordination more complete. For that reason it requires an exceptionally severe shock to cause her to lose her balance, hesitate, and stutter.

Since our emotions have so much influence over us, it behooves us to see that the ones we allow to remain in control are of the right kind. It is entirely within our power to do this. For example, jealousy and generosity cannot exist within us at the same time toward the same individual; love will drive out hate just as surely as hate will drive out love. The fact that you are governed more by emotions than by intellect does not mean that you must surrender the control over yourself. You still retain it in your ability to choose what emotions you will harbor. In this way you determine your own course in life as surely as if it depended on your intellect alone. The emotion that is most closely bound up with the stuttering speech is fear, and it is a well-established fact that fear vanishes as soon as the individual follows a logical and consistent method for removing it. Therefore he must be trained to keep his emotionalism under absolute control, must learn to adjust himself to the necessary standards of everyday life, to yield a little here, give a little there, to take on resiliency, so that shocks which come inevitably to us all shall not strike him with such force as to throw him off his balance. This is the key to the control of one's nervous system.

The basic principles for the attainment of a cure lies in giving the patient a complete understanding of the mechanism of the emotions and the autonomic-self government functions of the personality. This opens the doors to the dual goal of self-mastery and self-expression.

When the stutterer begins his treatment and is given the fundamentals of correct speech, he can at first perform them only by keeping them all consciously in mind. In order that he may at the same time maintain the requisites, smoothness of speech it is necessary for him to talk very slowly, so that the separate acts may be properly blended together. This excessive slowness is not practical for everyday use as a regular thing, although it is perfectly feasible to employ it for weeks, or months if necessary, until the acquisition of rhythm and increased skill permits an increase in the tempo with no loss of smoothness. The stutterer's speech should always be deliberate, however, and on the whole it will make his conversation more pleasant to listen to than that of the average person who has never stuttered.

We must remember that the cure of stuttering is a long process, not unlike a journey through a wilderness infested with enemies, but if he is equipped with the right standard, reinforced with the fundamentals of good speech clearly in mind, and

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VOCATIONAL AND EDUCATIONAL GUIDANCE IN THE JUNIOR AND SENIOR HIGH SCHOOLS

E. R. GARRETT

Vocational Guidance, as defined by Professor Brewer, is "The systematic effort based on knowledge of the occupation and an acquaintance with, and study of, the individual, to inform, advise, or cooperate with him in choosing, preparing for, entering upon, and making progress in his occupation." The definition indicates that the work of guidance is very broad and certainly too comprehensive to be fully covered in this brief paper. Proper guidance begins with the kindergarten and extends through the elementary school, the junior and senior high school, the college and often the university. We shall confine this discussion to the junior and senior high schools.

As an aim of guidance in the junior high school, Mr. Floyd D. Butler makes the following statement:

Directing the adolescent boy industrially by means of his ability, aptitude and attainment and to hold at obedience hasty and unwise choice of occupation: to assist the pupil to discover himself, his own peculiar capabilities, and to insure to each pupil the equality of opportunity to meet individual needs. When the student has made his discovery he must be guided and directed to develop his capacities fully.

For the purpose of classifying the students for the most efficient and effective guidance, they are required to answer questionnaires and to take intelligence tests. Standard tests should be used. Where guidance has begun further down than the junior high school records and much information has been already obtained. In such a case the records should be allowed to follow the pupils into the junior and senior high schools.

There are several types of record cards connected with the guidance movement. Below are two types which are very necessary for the information of the junior high school guidance staff.

I.

Elementary School Vocational Record Card

Name.....
 School and year.....
 Date of birth.....
 Place of birth.....
 Parent's name.....
 Occupation.....
 Residence.....
 Parent's plan for pupil.....
 Pupil excels in or likes what subjects?.....
 Pupil fails in or dislikes what subjects?.....
 Physique.....
 Pupil's plan (a trade, a profession, business).....
 Attend school or work next year?.....
 What school?.....
 Intended to graduate?.....
 After high school, what?.....
 (College, tech., normal, trade school, special school, work)
 If going to work, where do you expect to work?.....

What kind of work?.....
 Why do you choose this work?.....
 What further education do you intend to get?.....

II.

High School Vocational Record Card First Year (October 1)

Name..... From..... School
 Entered..... High School.....
 Object in attending high school?.....
 Intend to graduate?.....
 Normal.....
 What school after high? Technical.....
 College.....
 Preparing for business—trade—or profession?.....
 Preparing for what particular work?.....
 Greatest aptitude

Third Year (October 1)

Have you changed plans since first year?.....
 If so what are they?.....
 Left this high school.....
 Reason

Bloomfield: Youth, School and Vocation, pp. 192, 193

Other cards necessary to be kept will be determined by the extent of the work carried on after the Junior High School career. Records of health examinations, placement, and follow-up have all got to be kept if such work is to be done accurately.

Evidences of the need of vocational guidance are not hard to find. In the first place a very large number of pupils are falling out of school each year for various reasons, many of which might be prevented if the effort were made in time. (Economic situation, ill health, do not like the studies, want to learn a trade, not interested in books, dislike for the teacher.) Wise guidance would eliminate almost all of these so called causes for leaving school before completing the elementary and high schools. Another reason for vocational guidance is to discourage a type of false guidance that is prevalent. The attempt to give advice for pay. Just as the young student drops out of school he for the first time feels the need of advice. He is apt to take the unwholesome suggestions of such newspaper advertisements as, "Strengthen your will," "How to make quick money," and many others that are misleading to the youth.

Guidance is a conscious process and its success must come from a united effort of the child, the teacher, the home and the community. The child must be inspired to make his choice of occupation through self-analysis, personal data, counselor's advice, and the child's knowledge of occupational information. All teachers who undertake to do the work of guidance should be in accord with the movement. They should have had some training and must know and understand the child's home

life. As a result of training and contact from trained teachers in the elementary school the pupil should not only have a desire to complete his high school training but he should have a pretty fair idea of what studies he should take up in the high school.

A large part of the aims of vocational and educational guidance must be accomplished through general academic and related studies. To develop tendencies and interests in the pupil that will aid him in his choice of life's work; to increase his vocational information through the study of history, English, mathematics, life career classes and local occupations demand from the teachers a study of the child's personality, abilities, and natural tendencies. This study may be made through mental and manual tests, and measurements, and through the subjects. The English teacher may require oral and written compositions on phases of vocations. The teacher of history may tie up her work in much the same way by pointing out industrial growth and development. Teachers of geography, art, and mathematics have a large opportunity to teach appreciation for the occupations.

A plan of guidance must be made to suit the school, its size, purpose, and means. A very suggestive plan is that of Misawaka. The teachers of the high school first made a survey, and upon their findings improved their high school courses. The scheme included reading lists, assembly talks, conferences with the seniors and eighth grade pupils, a course on vocations and provision for placement.

The Junior High School is the proper place for intense vocational guidance. Here much of the guidance is done in the Industrial Arts courses but it must be on a cooperative plan with the other teachers. For after all unless the student can be brought in contact with many activities about which he may study he will lose much of the desired effect. Bloomfield, in his text, *Youth, School and Vocation*, makes use of the following quotation: "He therefore sometimes took me to walk with him," writes Benjamin Franklin of his father, "and see joiners, bricklayers, turners, braziers, etc., at their work, that he might observe my inclinations, and endeavor to fix it on some trade or other on land." Such a plan was more practical during Franklin's time than now. A quarter of a century ago it might have been possible for a boy to visit almost any kind of shop, foundry, or manufacturing establishment. Boys were often taken by their fathers to the shops and allowed to tinker around and learn how to do many things, and often learned a trade, or at least made a choice of an occupation. But that cannot be done today. Division of labor, specialization, segregation of industries, the waning of the apprenticeship system, and other conditions present quite a different situation. The ambitious and curious boy is confronted with such prohibitions as "Keep Out," "No Admittance Except On Business," "Private." Many industries cannot be entered except by a pass, even by the employees. Fathers do not discuss their work with their sons when they come home after hours. Hence

the best medium for getting such information and experience to the boys is the industrial arts shop of the Junior High School.

The following are given as specific guidance possibilities of the Junior High School Shop:

1. Discovering of presence or absence of special aptitude for or interest in any sort of shop work.
2. Discovery or development of practical interest in and aptitude for certain specific trade or industry.
3. Development of vocational interests through study of related technical occupational material.
4. Discovery of and attempt to correct or encourage elements of character or certain habits which will promote or retard vocational success in the industrial occupations.

Professor Edgerton, from a report of 303 schools as the reason for offering try-out courses, made the following summary:

1. Contributing to the general experience, all around development and industrial intelligence.
2. Aiding in the intelligent selection of industrial occupations without encouraging early choices.
3. Enriching the school experience of the pupil through concrete situations.
4. Preparing for entrance into industrial vocations in the school and through cooperation outside.

Mays gives the primary controlling purpose of Industrial Arts in the Junior-High School as the:

Developmental experience through manipulative and other activities introductory to the various accessible phases of the world's industrial work.

From his group of secondary aims we have selected the following:

1. Explanatory or findings studies for the detection or discovery of interest and aptitude.
2. General guidance values through broad occupational contacts and studies.
3. Vocational purposes in the definite preparation for future occupations.

One or two types of Junior-High Schools will serve for an illustration. The Ben Blewet Junior High School Industrial Arts shop at St. Louis has two divisions. The first is composed of the seventh grade and has compulsory shop courses. The eighth and ninth grades form the second division and the courses are elective. The work of the seventh grade is arranged for general instruction. The students are first encouraged to use wood for their medium of construction. Sheet metal and soldering are taken next, followed by casting of soft metal in die-casting molds; and finally, concrete and electricity are taken up. Each boy in the seventh grade has an opportunity of contact with each of the several media of construction and in addition he has some-

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A MESSAGE FROM THE LAND GRANT COLLEGES

R. S. CROSSLEY

After another year of reasonably successful public service, which has been achieved despite the many handicaps under which we have labored as individuals and as a group, we count it a high privilege to greet our friends in the name of the Conference of Presidents of the Negro Land Grant Colleges and to say again that we are pressing forward.

Those of us who are immediately responsible for the conduct of their efforts are constantly reminded that the State Colleges for Negroes represent the highest point in the State's provision for the education of its Negro citizens at public expense. It naturally follows then that we feel all the more keenly their grave responsibility for a program that will afford both the information and inspiration necessary for the development of full-fledged, well-rounded, useful, dependable and respected citizens.

In every state of our great nation there is need for strong character and great ability. The public has a right to look to its institutions of learning for capable leadership and for efficient craftsmanship in the constructive and progressive prosecution of its affairs, public and private, business and professional. In like manner the institutions have a right to adequate support and sympathetic encouragement in their efforts to supply public demand.

The question is frequently raised as to what extent our institutions—and especially our Land Grant Colleges—are preparing expert artisans and technicians for service. This is a legitimate question and one that deserves serious consideration, but it can only be answered satisfactorily and to a worthwhile purpose by making a careful study of the actual facts covering a period of several years. But even a casual study of the situation as affecting the seventeen Negro Land Grant Colleges which, according to their very creation must include in their curriculum the teaching of Agriculture, Mechanic Arts, Home Economics, etc., reveals the fact that each of these institutions with practically no exception is endeavoring to carry forward in some measure, at least, and many of them in a large way, one of the major objectives for which the Land Grant College was established. In practically every instance meager response to their obligations or failure to exemplify the efficiency and character of service so often expected or demanded by even a reasonable standard, might fairly be charged to their lack of adequate or even necessary support.

In the trades courses these institutions are offering instruction in a wide variety of subjects including carpentry, blacksmithing, shoemaking, tailoring, laundering, building construction, printing, auto mechanics, machine shop practice, brick masonry, electrical engineering, painting and mechanical en-

gineering. In agriculture they offer instruction in plant and animal husbandry, farm management, dairy husbandry, poultry, practical agricultural economics and engineering. In Home Economics they give instruction in health, home management, child care, social welfare and relations, and many other phases that have to do with the promotion of the physical, intellectual, social and spiritual welfare of the home. In addition to these weighty responsibilities they must provide opportunity for such academic or pre-professional instruction as might be demanded by aspiring young men and women as the responsibility of the state, and also teacher training courses for the benefit of those who may wish to prepare for entering the teaching profession. And, there are still other demands made upon them. In many cases the responsibility put upon them is more than four-fold. If to this situation we add the fact that in many cases those who are prepared by our schools and colleges at great pains and enormous expense are often denied the opportunity to apply their skill and training even in the simple trades and industries of our most progressive communities; and that in spite of these unjust and unwarranted discriminations the sponsors of these institutions are expected to solicit interest, encourage attendance and inspire confidence in the cause for which they stand, it will at once be realized that the Negro Land Grant College faces a most serious and difficult situation from whatever angle it may be viewed. We face the task with courage, fully conscious of the difficulties involved, and we look forward to the future with a steadfast hope, resolving to make of this group of institutions so designated and so circumstanced towers of strength in the great cause of American education.

Our message, then, is one of appreciation for the slow but steady gains that have been made toward new fields of service and toward higher standards; of joy resulting from the great sacrifices that were made, and the quiet, noble devotion of teachers, students and of parents who deny themselves the very necessities of life that their children might be educated; a message of good will for the spirit of cooperation and mutual helpfulness that attends our efforts in fostering the ideals of our schools; a message of hope that the great opportunity for worthwhile service may be strengthened and extended and that we may each and all approach our duties and responsibilities with renewed zeal and with a deeper consciousness of our opportunities and responsibilities as citizens and as public servants with due concern for the proper development and maintenance of our institutions that must answer the ever increasing demands of a rapidly expanding and rigidly exacting civilization.

THE EDITOR'S PAGE

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Current Comment

MANY HIGH SCHOOLS COOPERATE WITH
OFFICE OF EDUCATON

A special study of high school education for Negroes is being conducted by the Office of Education, Department of Interior. Through the cooperation of the state departments of education and the special directors and agents of Negro education in the Southern States more than 1,300 schools for Negroes which are doing some high school work have been listed. There are a few more from which the office expects to hear. A partial analysis of the lists indicates that many of these schools are doing only one or two years of high school work.

Letters have been sent to the principals of the 1,300 high schools inviting them to participate in the survey. The principals have expressed their willingness to cooperate.

The survey is an attempt to ascertain facts regarding the status of secondary education for Negroes with respect to organization, administration, and supervision, school population, curriculum and extra-curriculum programs, teachers and teaching, and housing and equipment. Effort also will be made to find and reveal outstanding features and special innovations in operation in the various schools.

In connection with the survey, Dr. Ambrose Caliver, Office of Education Specialist in the Education of Negroes, will spend most of the spring visiting schools and making observations of the educational situation in a selected number of communities.

FOUR-YEAR NATIONAL SURVEY OF SCHOOL
FINANCE TO START IN JULY

A four-year national survey of the school tax dollar will be launched on July 1.

The survey, which will be known as the National Survey of School Finance, was authorized by the last Congress.

Announcement of the launching of the survey was made by Ray Lyman Wilbur, Secretary of the Interior, in connection with the appointment of Dr. Paul R. Mort, of Teachers College, Columbia University, as Associate Director of the survey in active charge of the study. William John Cooper, United States Commissioner of Education, will be director of the survey.

Expenditures for public elementary, secondary, and higher education in the United States now total \$2,450,000,000 annually. The National Survey of School Finance is expected to produce comparative information on sources and uses of these funds in order to satisfy the demand by state legislatures, school officials, and school boards for authoritative data. Although statistics on school finance have been collected by the Office of Education since its creation in 1867, variations of accounting, assessment of properties and kinds of taxes levied in states and cities have given rise to many puzzling questions which can only be answered by such a survey as that now planned.

Congress authorized the National Survey of School Finance to be made at a cost not to exceed \$350,000. For the fiscal year beginning July 1, 1931, \$50,000 has been made available. It is expected that \$100,000 per year will be appropriated for the following three years.

Professor Mort will be assisted in the making of the survey by a temporary staff of tax experts and specialists in school finance who will be recruited from the colleges and from state finance and education departments. He will also be assisted by a board of expert consultants and advisory committees, members of which will be named by the Secretary of the Interior.

Authorization for a national survey of school finance was recommended to Congress by Commissioner Cooper when recent investigations revealed that finance is the outstanding school problem before state legislature and state school officials. Eighty-six per cent of the school legislation bills in the states during the last two years dealt with one aspect or another of school finance.

"School officials are frequently at a loss to know whether to support or oppose 'tax reform' because they have no data relating to the possible effect on school revenues," declared Commissioner Cooper. "It is important that both school boards and the public know what such effects are likely to be."

Investigation of school finance was urged by the National Education Association, the National Council of State Superintendents and Commissioners of

Education, and other educational organizations as the next national educational survey to be conducted by the Office of Education.

The National Survey of School Finance will be the third national survey under way in the Office of Education. The National Survey of Secondary Education (high schools) will enter its third and final year beginning July 1. The National Survey of the Education of Teachers is completing its first year of work and is now receiving questionnaires answered by more than half a million American public school teachers.

The findings of these national surveys will consist of an orderly organization of the statistics and information collected, virtually an inventory of some particular phase of American education. When the findings are available the Commissioner of Education will welcome invitations to him from leading universities and educational organizations to call conferences of field-workers, college professors, deans of education, and administrators concerned with the particular phase of education studied. Commissioner Cooper has already received numerous invitations to hold conferences on secondary education at the conclusion of the secondary education survey. Findings of the national studies will be used at these regional conferences by local educators to re-examine their local problems and progress in the light of the new data.

Professor Mort is unusually well qualified to direct the National Survey of School Finance. He has been a teacher in elementary and high schools, principal and superintendent of schools, and has been a member of the staff of Teachers College, Columbia University, since 1922. He is now the director of the School of Education.

Professor Mort has served as advisor on public schools to the joint committee on taxation and retrenchment of the legislature of New York; on the Governor's commission on financing education in the cities of New York state; on the legislative commission on distribution of subsidies to public schools in Pennsylvania; and on a number of state school survey commissions. He is a graduate of the University of Indiana and holds his master's and doctor's degrees from Teachers College, Columbia University.

THE HARMON AWARDS

George W. Blount

Since the establishment of the Harmon Foundation by the late William E. Harmon, of New York City, the administrators of that fund have made, during the period 1926-1931, 67 substantial gifts in the form of gold and bronze medals and cash bonuses to 65 individuals in recognition of distinguished achievements as follows: Business 9, Education 10, Fine Arts 11, Literature 8, Music 9, Race Relations 4, Religious Service 10, Science 5, Farm and Rural Life 1. The fund was created primarily to promote better racial relations, but the awards have been made mostly for the encouragement of Negroes. Listed among the 65 individuals who received the 67 much coveted honors two are residents of Pennsylvania:

Mr. Frederick Massiah, specialist in concrete construction, of Philadelphia, and Mrs. Laura Wheeler Waring, director of music and art at the Cheyney Training School for Teachers. Of this total five awards have been made to women.

Mrs. Waring, whose work has been hung in such creditable places as the Corcoran Art Gallery in Washington, D. C., the Chicago Art Institute, and the Pennsylvania Academy of Fine Arts, and the Art Center of New York City, showed her interest in art as a small child. Upon completion of six years of study at the Pennsylvania Academy of Fine Arts, she received a traveling scholarship for study abroad. To supplement her work of teaching at the Cheyney Training School for Teachers, she has studied during the summers at Harvard and Columbia Universities. She was granted the Harmon Gold Award in Fine Arts and \$400 in 1928.

The desire and effort on the part of the Harmon Foundation to encourage the Negroes endowed with creative ability to give a wider expression to their abilities have been decidedly worthwhile; this fact is substantiated by verbal and written testimonials received by the administrators of the Harmon Foundation and the individual recipients of the Harmon award.

The *Bulletin* is pleased to carry a statement of the financial condition of the Association as of April 30, 1931. Every member should carefully read this statement as it gives information that should encourage those who have stood so faithfully by the organization during its trying financial period. It will be seen that the receipts for the period beginning July 1, 1930 and ending April 30, 1931, were six thousand one hundred and thirty dollars and thirty cents (\$6,130.30) as compared with five thousand six hundred and sixty-six dollars and eighty-three cents (\$5,666.83) for the period beginning July 1, 1929, and ending April 30, 1930. A glance at the disbursement column will show that there has been a substantial reduction in the indebtedness of the organization this year in spite of the serious financial depression that has existed throughout the country.

The friends of the Association are urged to assist in raising the amount of money necessary to wipe out all indebtedness so as to begin the next fiscal year unhampered by past due obligations.

The Washington meeting of the National Association of Teachers in Colored Schools will be featured in the June-July issue of *The Bulletin*. Articles by several teachers in the Columbian school system on points of interest, public buildings, the Washington school system and other items of interest to visitors will appear in this issue.

The June-July *Bulletin* will also contain the tentative program of the Washington meeting and a number of splendid articles by prominent school men. Be sure that you secure a copy of this issue.

On to Washington, D. C., July 28-31, 1931.

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS BY MONTH FROM AUGUST 1, 1929 TO MAY 1, 1930 AND FROM JULY 1, 1930 TO APRIL 30, 1931.

Month	1929-30	1930-31	1929-30	1930-31
	RECEIPTS		DISBURSEMENTS	
July		\$1,728.81		\$ 300.00
Aug.	\$1,589.81	383.50	\$1,253.00	1,794.12
Sept.	116.38	71.68	115.00	54.74
Oct.	599.26	610.69	250.00	550.00
Nov.	824.76	342.40	643.86	200.00
Dec.	558.40	610.25	400.00	530.00
Jan.	313.00	215.60	267.00	292.66
Feb.	265.34	299.50	78.50	603.00
March	852.52	1,521.40	790.74	1,268.73
April	547.36	346.50	394.49	290.00
Total	\$5,666.83	\$6,130.33	\$4,192.59	\$5,953.25

NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

Statement Showing the Condition of the Association as of April 30, 1931

	Resources	Liabilities
Cash balance.....	\$ 259.60	
Estimated Receipts from May 1 to June 30, 1931:		
Advertisements	380.00	
Memberships	250.00	
State and Local Association Fees	450.00	
Special Campaign	650.00	
Balance due C. J. Calloway, Salary, old account		\$1,234.54
Balance due A. S. Wright, Salary, old account		400.00
Balance due W. W. Sanders, salary, Executive Secretary Jarrett Printing Company, three issues of the Bulletin		510.00
Charleston Engraving Company, cuts		675.00
Citizens and Southern Banking & Trust Co., Philadelphia, Note		15.40
Clerk hire, May and June.....		1,200.00
N. B. Young, Travel		400.00
Miscellaneous Expense		20.00
		70.00
Total, Estimated	\$1,989.60	\$4,524.94
Deficit, Estimated.....	2,535.34	
	\$4,524.94	

The following figures give the deficit at the close of each year including August 1, 1929 to June 30, 1931:

August 1, 1929.....	\$2,679.59
June 30, 1930.....	2,886.09
June 30, 1930.....	2,535.34

NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS
Comparative Statement Showing Receipts, Void Checks and Net Cash by States

	1929-1930				1930-1931			
	Total	Void Checks	Net Credit	Void Checks Red'med	Total	Void Checks	Net Credit	Void Checks Red'med
Alabama	\$ 557.50	\$ 76.50	\$ 481.00	\$12.00	\$ 256.50	\$ 63.00	\$ 193.00	\$ 7.50
Arkansas	163.00	10.50	152.50		102.50	6.00	96.50	
California	1.50		1.50					
Connecticut	15.00		15.00					
Delaware	19.50		19.50		53.50	1.50	52.00	1.50
Dist. of C.	39.00		39.00		244.50	8.00	236.50	6.50
Flordia	607.50	31.50	576.00	10.50	226.50		226.50	
Georgia	113.00	15.00	98.00	6.50	36.00	6.00	30.00	3.00
Illinois					8.00		8.00	
Kansas	22.50		22.50		13.50		13.50	
Kentucky	48.00	4.50	43.50	1.50	34.00	3.00	31.00	3.00
Louisiana	148.00	7.50	140.00	1.50	252.00		252.00	
Maryland	65.00		65.50		32.50		32.50	
Massachusetts	3.00	3.00			1.50		1.50	
Missouri	42.00	4.50	37.50		38.00		38.00	
Mississippi	626.75	28.00	598.75		133.50	11.50	122.00	3.00
New Jersey	6.00	3.00	3.00		4.50		4.50	
New York	1.50		1.50		6.00		6.00	
N. Carolina	196.00	48.00	148.00	1.50	65.50		65.50	
Ohio	9.00		9.00		7.50		7.50	
Oklahoma	161.00	32.50	128.50	26.50	104.50	6.00	98.50	
Pennsylvania	37.50	13.50	24.50	13.00	23.75		23.75	
S. Carolina	43.00	1.50	41.50		56.00	25.00	31.00	25.00
Tennessee	73.00		73.00		223.00	22.50	200.50	1.50
Texas	135.50	37.00	98.50		212.50	15.00	197.50	4.50
Virginia	345.00		345.00		1,014.25	5.00	1,009.25	
West Virginia	838.50	30.00	808.50	19.50	695.50	48.00	647.50	18.00
Wisconsin	1.50		1.50					
Total	\$4,319.25	\$343.00	\$3,976.25	\$92.00	\$3,845.50	\$222.00	\$3,623.00	\$75.00

THE FLORIDA AGRICULTURE AND MECHANICAL COLLEGE



AUDITORIUM HALL
(Erected at a cost of \$25,000.00)

A. L. KIDD

It can hardly be denied that so far as the Negro is concerned "frontiers" still exist. Certain realms of activity for the Negro still demand that pioneering spirit which the frontier nourishes and develops. The field of education, the training of Negro youth, falls within the above category. Engaged in that frontier experience, in that romantic drama of converting the crude mental and physical capacities of the youths of our race into finished products capable of fully encompassing the economic, social and spiritual necessities of our times is the Florida Agricultural and Mechanical College. It locates itself in the capital of that state which yearly is the mecca for those who have come to realize the health-giving and age-extending qualities of its climate. This factor will when the economic status of the Negro race warrants it be one of the mediums appealed to as an inducement to student enrollment.

If you were to come into possession of one of the most recent editions of "The Famceean," the year-book of this college, you would find in the first few pages of this book a short history of this institution. Here it is revealed that this institution was established twenty-two years after Emancipation under the influence of a Reconstruction Legislature. A "little group of willful men," mostly Negroes, caused the passage of a constitution provision and enactment for the establishment of a State Normal School. Some of the Negro members of this legislature are still living and yearly they are the guests of the institution and glory in the development that they sponsored through legislative action. In the same year (1887) the school was opened with an enrollment of fifteen students. Mr. T. D. Tusker was the first Principal and had as his assistant Mr. T. V. Gibbs.

The original site of the school was abandoned in 1891 and the school moved to its present site, said to be one of the most beautiful in the state, overlooking as it does the Capitol and the many sur-

rounding hills which have been compared to the Seven Hills of Rome. Mr. Tucker retained the principalship until his demise in 1901 when they called Prof. N. B. Young to head this institution.

Under the paternal guidance of President Young the school continued to grow and shortly the Florida A. & M. College was a household term, and Mr. Young one of the most respected men in the state. After twenty-one years of service forces were set into motion that caused his removal and the substitution of Mr. W. H. A. Howard, who was able to retain his position but one year. That year was the stormiest in the history of the institution and almost irreparable damage was done the institution physically and morally. It is but recently that the insidious outcroppings of that memorable year have been obliterated. The future of the school would have probably been another black tragedy but for the good fortune of the administrative forces of the state in their recognition of the one and only man capable of mastering the situation.

No consideration of the Florida A. & M. College now, the remarkable growth and the accomplishments that it has attained and enjoyed, can be discussed without thinking of the man who was called to the helm of this floundering institution. The years of its most unusual and unprecedented development have been carefully and skillfully directed by the Titanic figure of this man. President J. R. E. Lee is an educator whose reputation as an educator had been established long ere his coming to Florida, through his years of service as Director of the Academic Department of Tuskegee Institute and Principal of the Lincoln High School in Kansas City, Mo. His services as Field Agent for the National Urban League held him in good stead in his new position and gave him background for the contacts that he had to make and the necessary experience for him to appreciate the traditions and the needs of the state. His objectives crystallized in his mind very early and he has doggedly and determinedly

directed his plans and purposes towards the attainment of those objectives.

One of his objectives—the improvement of the physical plant—has surpassed even the most liberal expectations of the most optimistic. The new buildings at Famee, five (5) of them out of a total of twenty-two (22) are confined within a campus which is two hundred and twenty-five (225) acres in extent. Their location within this area presents one of the most symmetrical diagrams that the landscape artist can conceive and adequate space has been left for the new units that are bound to come. If they stand for nothing else, which is not the case however, they do attest the sagacity and resourcefulness of President Lee. Plans were recently completed and approved for the erection of one of the best Children's Training Schools that money can make available. The dormitories for both young men and young women, are of the most advanced design and construction and contain every practical convenience. Auditorium Hall, the most recent unit of the plant to erect its head and tower above its surrounding buildings, was erected at a cost of \$250,000 and has accommodations for eleven (11) college class rooms, offices for heads of departments and divisions, an auditorium with seating capacity for 2,000, and Western Electric sound equipment for the entertainment of the students and faculty. This building is conceded as being the finest building of its kind in a Negro school in the South and has the added distinction of being the only Negro school with sound equipment. The total value of the plant is in excess of \$1,500,000 and there is no evidence on the part of the benefactors of the institution and certainly President Lee has not entertained any thoughts of discontinuing the program that he has so nobly initiated.

The plant may call forth the admiration of those interested merely in the physical development of an institution but one could hardly spend much time admiring the physical plant without becoming aware of an atmosphere of industry reflected in the activity of the 638 students, pleasantly and energetically milling themselves in and out of the buildings in the performance of their school tasks. Go where you will one finds them—the classrooms are filled to capacity and as you pass up and down the halls you can hear the sound of voices as they answer the questions of their teachers or engage in the lively exercise of refuting statements that classmates have advanced, you find them in the laundry caring for their clothes, at the barn learning animal husbandry, in the home economics and mechanic arts classrooms becoming efficient in skills that may afford them a livelihood and on the farm learning how to utilize the forces of nature that God has left to serve mankind. Busy as they are, they do have time for recreation and we see them in the evening on the tennis courts, engaging in some interesting games in the recreation rooms that have been provided or training for some sport, according to the season of the year. All of them find some recreational outlet.

Six hundred and thirty-eight students could not be adequately handled in all the activities that they show propensities without an excellent faculty and that is another point to the credit of the head of this institution. He has surrounded himself with a faculty from the most representative schools in the country, black and white, and as the nucleus of this group has nine M. A.'s who head the various departments. President Lee has been able to make this group of teachers appreciate the land grant college ideals and consequently has attained for this school the distinction of being one of the schools which carry into practice the purposes of the land grant college in the varied opportunities it affords students. Not content with the service it renders the state of Florida through the education of its youth within the confines of the college campus, the school has extended its service throughout the state by an extensive extension program. The rapid growth of the extension division of the school almost exceeds the capacity of the school to handle but great sacrifices are being made by the administration and those engaged in this work to carry it on because they have come to realize the almost incalculable benefits to be derived from this type of work. Through this medium and other mediums, such as Farmers' Meetings and organizations, Baby Clinics, the annual clinic under the direction of the Florida A. & M. Clinical Society, an entertainment program that has brought to this institution such artists and celebrities as Roland Hayes, Marian Anderson, George Garner, the Bergmann Players and others, conferences such as the Y. M. and Y. W. C. A.'s Conference, an Annual Track and Field Meet, an annual Basketball Meet bringing to the college most of the high schools of the state, the Florida A. & M. College is consistently serving the citizenry of the state of Florida. No sphere of activity in which it is thought that the Florida A. & M. College has a right to indulge is disregarded and it is finding its reward in a greater appreciation for its services and the recognition that it has achieved as one of the most potent educational influences in the state.

When the credit for the conversion of the Negro citizenry of the state of Florida from an unorganized, undeveloped and dependent element into an orderly, fully developed, culturally contributory and economically independent element in this state is determined, the Florida A. & M. College will be revealed as one of the most responsible factors in this frontier transformation, in this remarkable experiment. And too, when the accomplishments of the large number of leaders in the constructive fields of endeavor in this and other states comes to the attention of their associates and the public in general, it will be revealed that their earlier training and the inspiration that has directed their efforts must be credited to the Florida A. & M. College.

We feel certain that in the last analysis when the Florida A. & M. College shall have attained her maturity and the most rigorous Board of Examiners are determining the schools that have been of the

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THE HEALTH OF THE NEGRO

F. RIVERS BARNWELL

Early in this year President Herbert Hoover called into conference leaders and health experts from all over this country and formed what is known as the White House Conference on Child Health and Protection. This conference was divided into various committees and sub-committees. The speaker was appointed to serve on the sub-committee on The Health of the Negro School Child. In making a study we find that very little is being done for the health of the Negro child. The meagre health courses which are provided are to be taught by teachers who have had little or no training for this type of service. Here we are brought face to face with the fact that our state schools do not provide a proper course in health education for Negro teachers. Some of our colleges have courses in physical education, including athletics, intended to cover the freshman and sophomore years and in the Department of Biology, a study of health which includes hygiene and sanitation with reference to contagious diseases. The diseases of adult life and the high mortality resulting therefrom have for the most part started in childhood so that we believe that if proper prevention is exercised in the young that we will have healthier, longer lives in the after years.

We venture the following suggestions to assist in overcoming these conditions:

1. That Texas offer courses in Health Education in all County Training Schools, Summer Schools for Teachers and State Colleges and that teachers be required to take such courses.

2. That adequate courses in Health, Hygiene and Physical Education be provided in Negro Elementary and High Schools.

3. That as far as practical both medical and dental clinics should be provided in the larger Negro schools, with health centers and County Units for the smaller schools and rural communities, supervised by a trained public health nurse.

4. That a supervisor of health be placed in each county to have the oversight of health activities in the several communities.

5. That a survey be made of health needs in a community and that corrections and teaching be made on the conditions found.

6. That Health Institutes be held in each county at least once a year and that trained persons, including physicians, nurses, social workers, and teachers give intensive courses in health education.

Health is fundamental in the life of the Negro and it must not be neglected for a single day. The Negro has a very high death rate among infants and mothers and from organic heart disease but tuberculosis is the outstanding cause of death among the Race; there being from two and one half to three times as many as among white people. In his native life in Africa tuberculosis was unknown among Negroes but after coming to America and taking on American habits of living, together with ignorance, carelessness, poor sanitation, poor housing, lack of

proper medical care and lower economic status he became an easy prey to the disease. Tuberculosis is shy of intelligence, sanitation, public health measures, good food and the like and is comfortable with ignorance, superstition, dark corners, insanitary homes and communities. I believe we are all agreed that the high rate among Negroes from tuberculosis is due to sociological rather than biological causes.

Recent statistics given by Dr. W. A. Davis, Statistician, Texas State Board of Health shows that in 1929, 834 Negroes died from tuberculosis against 2,412 white people. The Negroes represent only 1/6 of the total population of Texas but if the Negroes were as many as the whites and dying at this rate there would be 5,004 deaths which is more than twice as many as the white population.

For economic purposes let us estimate each Negro as being worth just \$2,000 annually to the State and we have a loss from his death of \$1,668,000. At a rate of \$2.00 per day for his labor and estimating one hundred days for sickness we have a loss of \$166,800 and estimating his funeral expenses at \$150 is \$125,100—a total economic loss to his family, the community and state. Why right here in Dallas the tuberculosis deaths for 1929 were 78 for Negroes against 124 white and in its adjoining city, Fort Worth where the Negroes represent 14% of the total population there were in 1929, 23 deaths against 79 for white people.

It would be good business to spend more on Negro education, sanitation, and public health service and thus save a great economic loss, if humane justice did not demand it. Certainly disease germs know no color line and tuberculosis among white people cannot be properly reduced unless more is spent to prevent the disease among Negroes. The total annual economic loss from tuberculosis among Negroes in the South is more than double the value of all Negro school property. And the death rate among Negro boys and girls of high school ages is six times as among white boys and girls of the same ages; in some places higher.

In the 1926 Annual Meeting of the Texas Interracial Commission in Houston it was recommended that the Texas Legislature be asked to provide hospitalization for Negroes suffering from tuberculosis. In 1928 a health committee was made a part of the working machinery of the Commission and this committee, among other health measures for the Negro, recommended that steps be taken to secure a Tuberculosis Sanitarium for Negroes and in the year 1930 under our able director of the Commission we seem to be warming up to this great and tragic need and I believe we are going to get somewhere.

You will be interested to know that in 1919 the Texas Medical Association passed resolutions in its annual session in Waco calling upon Governor Neff and the State Legislature to provide beds for its tuberculosis Negroes. The Texas Tuberculosis Asso-

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A WRITERS' CLUB AS A MEANS OF TEACHING ADVANCED COMPOSITION

WILLIE MARVELL HARP

Many students abhor classes in English where frequent writing has to be done. Such students often murmur that assignments are boresome, and that, inspite of all they do, they cannot get good marks on composition. To them the work becomes drudgery. On the other hand, there is the teacher who knows that advanced composition is absolutely necessary; yet he feels that too much time cannot be given to writing when the other parts of the course must be carried on. Therefore, the problem: how, then, can advanced English composition be taught so that it will be a pleasure and not a dreaded task?

Many schools resort to writers' clubs as a means, and results have proved very satisfactory.

In all clubs there are certain membership requirements. In like manner, a writers' club must have requirements. The requirements may be as follows: (1) One must present either an acceptance or a rejection slip from some publishing concern before he can become a member. (2) Each member should write something every month. (3) The club must meet twice each month. (4) No member may miss two successive meetings without an excuse. (5) Only those persons in and above the Freshman class who maintain average grades or grades above the average may become members.

If one's grades fall below the average any month after he has become a member, he automatically loses his membership in the club.

The fifth requirement eliminates the idea that membership in a writers' club is compulsory. To the contrary, it indicates that such membership is a privilege.

Another feature which adds to the delightfulness of the club is that it is governed by students. The officers are selected from the students who make up the club, and they, with the faculty advisor, carry on its work.

We have stated the general plan. Suppose that the attention be turned now to a particular club in a regular meeting. It is the fourth Saturday night of the month which means that it is the second meeting for the school year; therefore, a general plan of the possible work for the year is brought before the club. During this meeting it is agreed that the following month will be devoted to the study and the writing of "human interest stories," and three members are appointed to find appropriate material from the library on such stories and to have this material available for the club members by the middle of the next week. This means, then, that about ten days will be spent reading "human interest stories" and material on them. With this understanding, the club adjourns.

On the second Saturday night of the following month the club reassembles. This time the chairs are arranged in a semi-circle. The minutes of the

last meeting are read, and the work of the night is furthered by quotations. This means that each member must keep well acquainted with a variety of quotations, if he would always have one to give. It also renders consciousness as to whom one's favorite authors are. After the quotations, the remainder of the hour is devoted to the Human Interest Stories. At this meeting, the president has a number of questions taken from the material which has been studied during the last ten days. From these questions and the various contributions made by members, a lively discussion results. After this discussion, to be sure, we shall want to write Human Interest Stories. Consequently, the next two weeks are spent in writing. Since each one wishes to make his story the best, one may imagine the eagerness with which every one works.

On the fourth Saturday night of the second month the club is again found at work in the regular meeting place. This time, all the members are seated around a table. Everyone is so eager to read his story and to hear others read that time can scarcely be spared for quotations. However, they are given and the members are ready for the stories.

At first, everyone wonders who shall read his story first. To settle this question, someone suggests that all the papers be placed in a pile on the table. This suggestion carries; each person chooses a story from the pile and reads it to the club, without giving the name of the author. Lively and most interesting discussions follow the reading of the stories. Besides, there is the fun of guessing the author of each story. When the meeting closes, everyone is eager to study a different type of writing, and to work for improvement.

The order of the meeting, of course, may vary from time to time, but it is hoped that a general idea of writers' clubs has been given, and that the reader bears in mind that through similar devices many interesting articles are published. Moreover, the benefit that members derive from these clubs are well worth notice. I am convinced that writers' clubs may serve as a very economical and wholesome way of teaching advanced composition.

The membership contest has created a great deal of enthusiasm among those who have participated. As *The Bulletin* goes to press, Mrs. Patricia M. Ewell of Portsmouth, Va., is leading in the number of enrollments secured during the year. The contest closed at 12 o'clock mid-night May, 30th, 1931. The successful contestant will receive a summer school scholarship in one of the large Universities. The winner of the second prize will receive a trip to the Washington meeting as the guest of the Association.

THE PRESENT STATUS OF AGRICULTURAL EDUCATION IN NEGRO SCHOOLS

(Continued from Page 4)

For the first time, beginning with the school year 1928-29, each of these institutions preparing teachers of vocational agriculture had a degree man from a standard college in charge of this work, who not only could qualify from the view point of technical agriculture but who had also had special preparation in the teacher-training field. When we recall that this work began only about twelve years ago with not more than two or three Negroes in America with such qualifications, we can more readily appreciate the progress that is being made.

The number of vocational agricultural schools, or rather departments of vocational agriculture in existing schools that have been organized since 1918, and the number of students enrolled in these departments will give further indications of great progress. Beginning with no such schools at that time, the Federal Board for Vocational Education reports (Misc. Pub. No. 1078) 968 vocational agricultural schools of all types for Negroes, giving instruction to a total of 18,256 individuals during the school year 1928-29.

Still other signs of progress are seen in the constant adding of better equipment as agricultural buildings equipped for teaching the sciences of agriculture, poultry plants, modern dairy barns, greenhouses, first class livestock, up-to-date farm machinery, etc., for developing the skills in the art of agriculture. And, to my mind, the most significant sign of all, is that the college farms are gradually beginning to be looked upon by the presidents and boards of control as laboratories for the training of the future farmers and agricultural leaders of the race; and not merely as sources of revenue for the institutions and states, or as vermiform appendices—good for nothing but to cause trouble.

These are indeed hopeful signs, representing a trend in Negro education toward the elevation of the great masses of the rural population. But all of these are mere beginnings and let us not mistake them as lasting achievements. When we stop to consider the present-day needs in the fields of agricultural education, we are impressed with the fact that what we have thus far done are only the merest beginnings. We have done a fair piece of work in organizing courses of study and supplying our vocational schools with technically prepared teachers. But we have done practically nothing toward supplying the needs for competent farmers. There never was a time when the consuming public demanded such high grade products of all kind from the farmers; and there never was a time in the history of America when it required such skill and knowledge to produce such products. And it takes no profit to see that if the Negro is not trained to meet these exacting demands, the future will certainly see him pushed out of this fundamental industry by more competent men of other races.

The 1925 census reports the Negro farm population to be 4,339,550 in the 17 southern states. The

Negro male population 21 years of age and above in this same area is approximately 1,085,000. The Federal Board for Vocational Education (Misc. Pub. No. 915) estimates that a man can be depended upon to do productive farm work for a period of 20 years. On this basis, there are approximately 54,000 Negro men 21 years of age, and above, entering the farming vocations annually. As stated above, the total number of agricultural students in all types of vocational agricultural schools for Negroes during the year 1928-29 was 18,256. There are no statistics available to show just how many of this number finished their courses and actually entered some of the agricultural vocations for a life's work. But based upon my observation in general, and upon careful estimates this number was not over 500. Five hundred recruits as compared with a need of 54,000. This means that less than one per cent of the Negro men 21 years of age and over who are annually entering some of the agricultural vocations are doing so without even the fragmentary training that our schools are now giving. There is not another line of work followed by such large numbers of our people, for which our schools and colleges pretend to give any training at all, where the number trained falls so far short of the number needed. This, in my opinion, is today the greatest challenge to our Land-Grant colleges. And to meet this challenge will certainly go a long way toward preserving for the race a posterity in America and to save it from an economic (and probably a moral and religious) ruin by a great deliverance. Certainly the rural problems present one of the greatest challenges to our educational system in America today.

In addressing ourselves to these great problems, there are a few precautions which we should observe. First, there is a tendency to want to develop too fast. We try to raise our courses of study, our entrance requirements, the number and qualifications of our teachers, and thus transform from second rate secondary schools to first rate colleges all "over night." The serious consequences of such actions upon the work of educating the rural population are too numerous for discussion at this time. Let us keep in mind, however, that patience is a great virtue.

Second, let us be careful to place emphasis where it is most needed in our influence over the student body of our colleges and universities. My observation is that agriculture is today, and has been through its development in our school system, the most unpopular field for which our institutions are preparing students. To my mind, it is very unfortunate that the great majority of our educational leaders have had only academic training of the traditional type. It seems perfectly natural to me that these leaders emphasize academic pursuits as the only ones worthy of "great minds." Therefore, the agricultural vocations have never been held up before our students in the institutions of "higher learning" as callings worthy of their serious consideration. In fact, it is surprising to know the great number of our educators who yet believe that college graduates have no business going into farm-

ing vocations. So, it seems to me, that of all the callings for which our schools and colleges are preparing students, the agricultural vocations, including rural leadership, need to have the greatest emphasis from class room, platform, pulpit and the public press. What I am trying to express here is summed up in the words of Booker T. Washington when he declared that "No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem."

Third, I have observed a lack of sincerity in all of this development of agricultural education in our institutions. Let us not have any ulterior motives for outward expressions of interest in agricultural education. We need not hope to succeed in this great undertaking until we are willing to pin our faith to the project. Presidents have expressed interest in agricultural education in many cases because of the larger appropriations that such interest would secure, or because it would help their own cause in some other way. Public school principals have sought to get vocational agriculture in their schools in many cases because it gave them the salary of another teacher, or because it would raise their own salaries. Even many agricultural teachers themselves have entered this field of service because of the comparatively good salaries possible. Many of them have readily given up the work as soon as they have had an opportunity to enter other fields with as large a salary. Bulletin No. 111 of the Federal Board for Vocational Education points out the fact that from 1917 to 1925 there had been 458 vocational agricultural teachers employed in the Negro schools, and that out of that number (up to the time the investigation was made) 199, or 43%, had dropped out of the work.

Fourth, I wish to suggest the danger in making agricultural education too academic. Traditional academic standards and requirements have been set up—such as the traditional four-year courses, the formal examinations, the formal recitation, etc. As a result we are training "academic agricultural leaders and workers." My personal experience, as State Supervisor of Vocational Agriculture in Negro schools for three of the Southern states, has been that a very great number of agricultural teachers who have had splendid text book, lecture, and laboratory courses in agriculture actually do not know practical agriculture and the problems of the farmers. My friends, this is a tragedy. It defeats the very purpose for which we are striving. In this day of clamor for scholastic achievements, there is a very grave danger of depending too much upon the degrees that the teacher has, class rooms, laboratory equipment, illustrative materials, etc. These are all good to a certain degree, but we must keep constantly before us the fact that the problems of the farmers, in the final analysis, can not be found and solved in test-tubes, nor in the confines of class rooms, nor yet in bound volumes; but rather in fields, and markets, and in the community life of the farmers themselves.

May I at this time lay down a few fundamental principles which I believe would greatly further the cause of agricultural education in our schools and colleges, if put into practice. First, as a rule, students should be 18 to 20 years of age before being encouraged to enter into definite training for full competency in the agricultural vocations. Psychologically the solution to a problem can not be found and fixed before the problem arises. The project theory, given to the educational world by the agricultural leaders, is based upon this psychological fact. The average person entering the farming vocations for a life's work is 21 years of age or over. A lot of good time and energy are actually wasted on the part of both pupil and teacher in trying to prepare the average school boy (14 to 18 years of age) to enter the farming vocations. Facts have convinced me of the truth of this statement. Where are the thousands of grammar school and high school boys who have taken these "vocational agricultural" courses in the hundreds of "vocational agricultural schools" since this work began about twelve years ago? I will challenge any one to find 5% of this great number who entered the farming vocations and who are today better farmers as a direct result of the school training which they have received in these vocational agricultural courses. More and more is the grammar school and high school period being looked upon as a period for general cultural education. The tendency for the compulsory attendance laws to extend through the high school period is a sign that a high school education is the birth right of every American youth. He is not ready to enter upon his life's work at this age; then why not let him get the broad foundation in general cultural education, which he will need just as much in being a successful farmer as in any other line of work, without being handicapped with only a sham at vocational training. I would be glad to see vocational agriculture go out of every high school in America. Let the agriculture given in the high schools be a general cultural subject (which in my opinion would be very valuable). But let vocational agriculture come after this period of general cultural education and just before the student is ready to enter his life's work. He should then be free to enter upon this training in a full time vocational school where he would be prepared to be a competent worker in his chosen field.

Second, I believe that there should be separate schools, or at least separate departments and organizations in the existing schools in order to successfully train competent farmers. The mixture, as is now generally practiced, just has not worked well as the facts above have proved. We have in some way got to break away from academic standards and requirements. It seems very necessary to have full time vocational schools, as stated above, if we ever hope to train successful farmers. The most effective vocational agricultural work that has been done up to this time has been done with the part-time and

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THE ECONOMIC STATUS OF THE NEGRO

Note:—The report on "The Economic Status of the Negro" was prepared at the suggestion of President Hoover, based upon a survey conducted by Dr. T. J. Woofter, Jr., of the University of North Carolina. Dr. Woofter's survey was made under a grant from the Julius Rosenwald Fund.

Summary

Agriculturally the Negro is involved in the general farm problem of the Nation, particularly of the South. Industrially the Negro, both North and South, has been gaining ground in certain classes of occupations and losing in others.

I. Agriculture

According to the report prepared for this Committee by Dr. T. J. Woofter, Jr., under a grant from the Julius Rosenwald Fund, there is on Southern farms today a great reservoir of labor. The population both Negro and white, is rapidly increasing by excess of births over deaths. Approximately 80,000 more Negroes and 300,000 more white people are born each year than the number who die, in this area. The increase is taking place in a region which under the present system of agriculture will not adequately support those now living there, so that the excess is drained off to the cities.

The productivity of Southern agricultural laborers is low. Their gross productivity is about one-half of that of agricultural laborers in other sections.

As a part of the general agricultural situation the Negro farmer in the South relies upon the one-crop system. He is subject to grave fluctuations in the price of cotton and tobacco and does not raise a sufficient proportion of his own food and feed. He is involved in the tenant organization, is dependent upon exorbitant credit facilities, and until recently, has been subject to unsatisfactory market conditions.

In so far as the Negro is a part of the general problem of agriculture in the South, such steps as are being taken to help agriculture in general should result in his improvement, if care is taken to see that these general programs are as effective for the Negro as for the white farmer. But it may be that additional efforts can usefully be made.

The pressure which is driving from country to city a substantial part of the rural population, does not, in the Committee's judgment, mean that the best farmers are leaving the land. Indeed, the fact-finding report shows that there are many successful Negro farmers under present conditions, and a part of the proposed program is to encourage these and to increase their number.

The Committee therefore recommends:

1. That agricultural education in Negro schools and state colleges be generally strengthened; that

emphasis be laid on agricultural economics especially in farm management and marketing. Private as well as public funds can play an important part in this work.

2. That continuing attention be paid to extension facilities in order to increase productivity and promote better farm management, especially by improving the caliber and increasing the number of farm and home demonstration agents and through the Federal Board of Vocational Education. Negro agents are especially effective in reaching Negro farmers.

3. That efforts be put forth to include Negro farmers in cooperative marketing projects. Special efforts are needed to make the Negro realize the value of cooperative marketing and enter into the activities of these associations.

4. That experimentation be undertaken to discover better and more economical methods of handling production credits for Negro farmers.

5. That efforts be made to widen land ownership by Negroes, both individually and collectively, and to strengthen communities of Negro land holders.

II. Industry

In industry as in agriculture, profound changes affecting the Negro have been taking place in recent years. In the South, white now compete with Negroes for such occupations as domestic service, carpentering, brick-laying, plastering, painting, tailoring, and barbering, most of which formerly were largely traditional Negro callings. Negroes in large numbers have moved Northward to enter a wide range of urban occupations. By 1920 one-third of the Negro population was in cities, and the census of 1930 will show an even larger proportion.

Losses in one class of occupations have been offset by gains in others, but the shifts have worked great hardship. The losses have been in certain skilled trades and in municipal employment in the South, and in jobs such as waiters and barbers, both South and North. The greatest gain in Negro employment from 1910 to 1920 (the last year for which census material is available) was in the steel, meat packing, rubber, and automotive industries. Questionnaires indicate that the major plants which employed Negroes before 1920 have since continued to employ them in about the same numbers.

The Committee notes that there are obstacles to the rise of Negroes into the higher paying jobs, but both the census of 1920 and the fact-finding report of Dr. Woofter indicate an encouraging increase in Negro employment in skilled and semi-skilled occupations.

The Committee believes

(1) That facilities for industrial education for Negroes require strengthening.

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VOCATIONAL AND EDUCATIONAL GUIDANCE IN THE JUNIOR AND SENIOR HIGH SCHOOLS

(Continued from Page 8)

times during his course the responsibility of the care of the tools by means of the check system.

The Washington Junior High School at Rochester, New York, has three types of industrial courses. The general try-out, industrial, technical and vocational. The general try-out course is given to the 7A grade boys who have one period of shop work a day. The aim of this course is to give the boy a general idea of what industrial work is like that he may be able to make a more intelligent choice of his course when he enters the 8B grade. The technical industrial has a twofold purpose, prevocational period and general industrial information course. It is elective for the boys in the 8B grade and above. One period a day is substituted for the foreign language. The boy is rotated through the different shops, one shop each term, so that upon graduation from the Junior High School he will have a definite knowledge of at least five different kinds of industrial work. Trade training is the primary aim of the vocational course. When a boy completes a two years' course in this department he may enter the Rochester Shops or Trade Schools and continue his work for three years at the end of which time he is given the State Industrial Diploma. The boy may enter the vocational course any time during his Junior High School attendance provided he is over 14 years of age. But upon entering he, with the aid of his parents must choose the trade he wishes to pursue. He is given a ten weeks try-out at the particular trade. If he succeeds he is allowed to continue in that trade for two years. If he proves unfit for the selected trade after the ten weeks' try-out he is given a ten weeks' try-out in some other trade, and so on until he finds himself. The regular Junior High School program is not followed in the vocational division. The day is divided into three hours of the shop work and the other part is divided between the general and related subjects.

In further connection with various types of prevocational and vocational schools several other schools are well recommended. One is the Ettinger plan which is based upon the separate shop. Another is the Russian-Bonser plan, a general industrial arts shop; the third is the Gary plan which is supervised practice work; and the fourth is the Pittsburgh combination plan, a combination of the other three plans, short unit courses, opportunity classes, general continuation school, and "in and out" class.

The work of guidance may be highly organized according to the size of the city, the city system of education, and the extent to which the school officials wish to encourage and support the organization. One advantage is that the work of guidance may be started with just the regular teaching force just as it has commenced in many schools, by a few who are interested. This, however, may result in very poor work if it does not receive the sanction

and approval or the school system. The following to suit a situation.

Vocational Guidance Staff

is a suggested organization that may be modified

- I. Principal of the School.
- II. Vocational Director, or Counselor.
- III. Regular Faculty.
 2. Industrial teachers—
 1. Regular teachers of academic subjects.
 - a. Industrial Arts,
 - b. Home Economics.
 3. Commercial teachers.
 4. Agricultural teachers.

If guidance came to an end within the confines of the school this discussion might end here. But such is not the case and no suggested plan of guidance would be complete without making some mention of outside cooperation. The school surveys to be made, material for related instruction, obtaining suitable jobs, placement, and follow-up have to be done through cooperation. Hence the following organization working with the school organization is conducive to the work of guidance.

- I. Cooperative Efforts for Vocational Guidance.
- II. Improvement of Condition of Employment.
- III. Methods of Guidance.
- IV. Training in Vocational Guidance.

A brief statement of the purposes of the cooperative efforts:

- I. Cooperative Efforts for Vocational Guidance.
 1. To obtain vocational information by the joint action of employer, worker and school.
 2. To make it possible for the child to talk with workers already engaged in occupations under consideration.
 3. To require the child to have access to persons of experience, success, and good judgment in preparing for his vocation.
 4. To make agreements with stores, shops, offices, factories, in which students must work on part time bases.
 5. Outside cooperation must be had in placement
 - a. School should cooperate with employers in finding out number of persons engaged in each kind of work.
 - b. School may ascertain and publish list of vacancies.
 - c. Counselor to use his experience and influence systematising and rationalizing hiring workers, cooperate with employment managers' association.
 6. Cooperation with employment supervision is essential.
 7. Schools may and are improving conditions of labor by cooperation with unions, to improve steady employment, scientific management, adequate wages, opportunity for career, industrial democracy.

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THE PRESENT STATUS OF ELEMENTARY EDUCATION AMONG NEGROES IN WEST VIRGINIA

G. W. WHITING

1. Qualifications for Principals.
2. Supervisory Duties of Principals.
3. Types of Schools.
4. Length of Term.
5. Enrollment and Attendance of Pupils.
6. Equipment.
7. Salaries and Training of Teachers.

The very phrase "Education Among Negroes in W. Va." places a specific and prescribed nomenclature upon a system of education. Negro education for the masses in our state is less than 60 years old. Our educational problem, like all other of our problems, (1) is a heritage of History. A social order emerged in which the races were unequally placed, economically, politically and socially. This social order for the most part remains intact today, being secured through the agencies of tradition and historic memory. . . **The Negro Problem, W. O. Brown. Nov. Opportunity.** This influence has greatly affected our educational system; for West Virginia like all of the Southern States, separate school systems were set up for the Negro youth.

Dr. Monroe Work in his study, "The Status of Elementary Negro Education," points out in summary the differences as they relate to Negro and white schools where this separation exists. 1. Shorter school term, 2. More inadequate facilities (building and other things), 3. Smaller per cent enrollment, 4. Smaller per cent in attendance, 5. Teachers more poorly prepared, 6. Smaller salaries for teachers, 7. Less expenditures per child of school age, 8. Poorer supervision, 9. A larger percent of the children congested in the first to the fourth grades. However, in West Virginia these facts are not absolutely true because better provisions are made for Negro schools.

Yet it is difficult to make a clear and complete comparative statement due to the fact that the state does not keep complete statistical reports of the differences of Negro and white schools. West Virginia has 70.6% of its colored school children in the first four grades and 63% of the white children. While this is relatively close it shows the tendency of Negro children to drop out of school earlier than the white. The causes for this condition will make an interesting factual and critical study for some one in the future.

The percent of distribution for the first four grades in West Virginia is 7.6% more for the colored children than for the white children.

There are underlying reasons for the smaller differences in the percentage distribution of both white and Negro children in the first through the fourth

grades of the elementary schools of West Virginia. The facilities for Negro and white education in West Virginia are nearer equal than they are in other southern states, for example Mississippi and Alabama.

The Negro population of West Virginia is less than 100,000 for the entire state. It is so distributed that the number in many counties is almost nihil. The urban population for many towns and cities of the state is less than 2,000 while in most cases there are only several hundred Negroes in the population. The small population may be a contributing factor in the progress and educational condition among Negroes in the state.

Qualifications for Principals

From the reports found in the State Department of Education we do not have as yet strictly an elementary principal. In a few cases in the state a number of teaching principals give their time entirely to elementary schools, but in most cases the elementary principal is also the high school principal. In other cases in our smaller schools the head teacher is the principal with no time allotment to care for the duties of this office, such as administration and supervision. There may be justifiable reasons for this condition, notwithstanding they exist.

1. Any discussion of the qualification of principals should include the professional training of principals. In the modern elementary school the principal becomes a social engineer, directing the activities of his school in the direction of pupil growth rather than in the direction of formal mastery of traditional subject matter. This responsibility of the principalship makes it imperative that much attention and thought be devoted to the professional training of the principal. The qualifications of the principal should not only include social leadership in the community, a clear insight into the moral and religious modes of his group, the broad cultural outlook and general information, but should also include technical training in the teaching profession. So important is the work of the elementary school which touches at least 90% of the state, which is the only educational agency that will touch so large a number due to the school mortality rate. The principal of such a school should be one who has specific training. The undergraduate work of the principal should consist of a thorough training in those subjects and their related subjects which are taught in elementary schools. He should finally hold a Bachelor's degree in Education. He should include in his professional preparation those courses intended for the class room teacher, namely Educational Psychology, Psychology of Elementary School Subjects, Principles of Education, Methods of Teach-

¹The Negro Problem. . . W. O. Brown. 1. The Opportunity Nov., 1930.
²The Status of Elementary Negro Education in the U. S. . . 2 Mr Monroe Work.

ing, Observation and Practice Teaching, History of Education and with some emphasis on Extra-Curricular Activities and pupil guidance.

Only successful teachers should be advanced to this rank after a year or two of classroom experience. ¹Ayer's classification list gives those larger units which a principal should have at his command; they include general control, executive control, business management, personal problems of the teaching staff, problems of the pupil population, the program studies and supervision of instruction.

The principal should choose courses of study for preparation of his task from the following groups:

I. Fundamental Courses (which I have already pointed out).

II. Courses dealing specifically with the work of the Elementary School principal, Elementary School supervision and administration, curriculum supervision and administration of pupil activities, pupil guidance, and test and measurements.

III. Courses in administration usually for school superintendents. 1. School finance, business management, equipment of school building. These courses will give to him a broader outlook into the solution of educational problems.

Duties

Fundamental to any program of training is definite knowledge of the work for which training is desired. Ayers has presented the results of an intensive study of the duties performed by school administrators. His findings, so says ²Eikenberry, show that the principals on the average, perform 394 of the 1,000 duties included in his list. The most important of these duties include such responsibilities as preparing reports for the Board of Education, adjusting complaints of parents, speaking before community organizations, making inventories of school supplies, interviewing applicants for teaching positions, supervising classroom instruction, determining the eligibility of pupils, establishing rules for social activities and planning assemblies. If the elementary school administration is to have trained leadership, principals must be trained to perform these duties before the principalship is entered.

Activities with which the duties deal, a limited but important number:

- Co-operation with Board of Education.
- Relation with parents.
- Inspection and care of school plant.
- Purchase of supplies and equipment.
- Employment of teachers.
- School census and attendance.
- Records and reports.
- Schedule management.
- Assemblies.
- Administration and interpretation of tests.
- Supervision of teaching.
- Library service.
- Office management and routine.
- Civic duties.
- Supervision of janitorial service.

Personal improvement of teachers.

Classification of pupils.

Discipline.

Athletic activities.

Teaching and classroom management.

Personnel supervision.

Special health services.

Guidance and fire drills.

Adequate time and attention can not be given to these duties of the principal in West Virginia until there is created a demand for elementary school principalships in light of the findings of Ayers and Eikenberry with trained people who know their business, boards of education which will give the proper status to this office, and a sympathetic co-operative community which will accept this point of view. There are many capable teachers in the state who can easily qualify for such positions if the opportunity is given. It seems to me that there must be a greater amount of consolidation where convenient to warrant such schools which will demand this type of leadership. Under such leadership, the principal and his school will grow to be one of the most potent factors for the social, civic, industrial and educational development in any community of the state.

Types of Schools Indicated

The source of this data is the latest annual and biennial reports of the State Superintendent of Education. These reports do not show city and independent districts.

Types of schools indicated:

1. Teacher schools, 221.
 2. Technical schools, 74.
 3. Technical schools, 24.
- Larger, 26.

These school buildings are chiefly frame and without gymnasiums except when a part of the high school plant. Very little attention has been given to the upkeep and equipment for play. But wonderful progress has been made in this direction in the last three years as will be shown later in this report under equipment valuation.

Time did not permit me to secure from independent districts and city systems the number of Negro elementary schools.

There is a growing tendency in the state toward consolidation. Consolidation furnishes a splendid opportunity for group action, better organization for instructional groups—thus relieving the one-room teacher of her present teaching load of all the grades and lends itself to graduation which will bring more effective results. Consolidation offers a better opportunity for a principalship which should materialize in improvement of teachers in service, closer supervision and proper promotion of pupils, etc. Yet there will always be the one-room school to which the very best teachers in service ought to be assigned with salaries sufficiently attractive and schools so well equipped to maintain such a teacher in this type of school.

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Nov. 1930 . . . School Rev.

¹Fred C. Ayers, *The Duties of Public School Administration* . . . Adm. Sch. Board Jr. Fed. 1929.

²D. H. Eikenberry . . . *Professional Training of the High School Principal*.

STAMMERING AND STUTTERING: ITS EFFECTS AND ITS CURE

(Continued from Page 6)

has a competent guide to keep him on the right trail and warn against dangers, he will be able to get through safely. Without these things his chances are slim for it is a long journey, and if he does not even know whether he is following the right course or not, how can he ever hope to arrive?

Results rest largely with the patient himself, depending upon his sincerity, perseverance, and real desire to be cured, although the severity of the case and his general condition are also factors to be considered. To think, breathe, vocalize, and articulate will always produce the spoken word, but before stuttering can be cured the nervous system and emotions must be brought under control, and the time and effort required for this depends upon the degree of their maladjustment. If the patient will follow instructions, realize his condition, take care of himself, he can hold his condition in abeyance and eliminate the symptom of stuttering speech so that he will speak normally.

The stuttering child is at all times at the mercy of the ones who are principally responsible for his condition, i. e. the parents. They first have endowed him with a high-strung constitution, and then created a nervous environment for him to live in, both of which are conducive to the development of a psychopathic condition that frequently results in stuttering speech. It is not intentional on their part, of course, but nevertheless they are responsible for the damage. The child's training and environment in early life are perhaps the most important factors in his future success and happiness. It is then that his egoistic emotions are directed into either right or wrong channels. Many parents do not realize their obligation in this respect. They fail through ignorance rather than willful neglect, but it seems a pity that thus far no adequate provision has been made to supply them with proper knowledge to handle these cases in an intelligent manner.

There is, however, a place for the qualified speech teacher in handling groups. The teacher having this type of non-standardized child under her guidance must of necessity possess definite or concrete standardization herself. Some attributes necessary for the teacher of stutters are as follows: on ingrain normal speech sense, good health—normal nervous constitution—common sense, slow easy speech, well modulated voice, patience—a lot of it, perfect control of self—good poise—a sympathetic personality, an optimistic cheerful disposition, a sense of humor, a careful and accurate observation, ability to criticize without harshness, straight forward, direct manner, a knowledge of human nature, faith in human nature, courage and perseverance and a passion for service.

If there is something you must do in order to get what you want, by far the best way is to begin at once and do it. But I'm afraid the stutterer finds his old way such a comfortable discomfort in more ways than one, such convenient relief from many

things that as a live aggressive individual he would be called upon to do, that he is often reluctant to stir himself out of his customary groove. It is not easy to try to make one's self over, to grow, but it is surely worth while in the case of every stutterer. The cure is a complete mental reconstruction, which means a new personality and a new life. There is nothing more detrimental to the good and welfare of a human being than going through life without normal speech, the medium of progressive civilization.

THE ECONOMIC STATUS OF THE NEGRO

(Continued from Page 19)

(2) That trained personnel workers or counselors in vocational and educational guidance are necessary in Negro high schools.

(3) That, as in the case of agriculture, facilities to raise the economic status of Negro workers, such as those of the Federal Board for Vocational Education and the Department of Labor, should be extended.

(4) That employment bureaus should be developed which will be especially aware of the needs of Negro labor.

(5) That Negro membership be further encouraged by organized labor.

(6) That the basic importance of being practically trained for industry should be emphasized in the education of the Negro so that full advantage may be taken of opportunities for industrial training and employment.

(7) That home ownership should be encouraged.

* * * * *

The Committee presents the foregoing brief recommendations together with Dr. Woofter's report, (a limited number of copies may be obtained from the Julius Rosenwald Fund, 900 South Homan Avenue, Chicago, Illinois) in the hope that they may aid readers to draw their own conclusions. They relate, without exception, to measures which will take time, money, and good will to work out. As a further aid there have been added brief memoranda prepared by members of two informal conferences which met to consider the report.

The Committee is impressed with the need of continuing research by public and private bodies into the problems defined in the survey. The Federal Government, the Universities, and such groups as the Research Committee on Social Trends and the President's Conference on Home Building and Home Ownership, can do work of great value.

As a result of study and experiment, fundamental economic changes not only can be more clearly seen; they can in some measure be guided, to the benefit of all.

(Signed): Robert P. Lamont, Secty. of Commerce,
Arthur M. Hyde, Secty. of Agriculture,
Julius Barnes, Chairman of the Board,
Chamber of Commerce of the United States,
Homer L. Ferguson, President, Newport News Shipbuilding and Dry Dock Company,
(Continued on Next Page)

William Green, President, American Federation of Labor,
 T. Arnold Hill, Director, Department of Industrial Relations, National Urban League,
 Benjamin F. Hubert, President, Georgia State Industrial College,
 Robert R. Moton, Principal of Tuskegee Institute,
 R. B. Pegram, Vice-President of Southern Railway Company,
 Julius Rosenwald, Chairman of Board of Sears, Roebuck & Company.

THE PRESENT STATUS OF AGRICULTURAL EDUCATION IN NEGRO SCHOOLS

(Continued from Page 18)

evening classes which have been free from academic encumbrances.

The third principle that I would like to lay down is that actual life situations, just as near as possible, should be the basis of all vocational training. Experience has definitely proved that laboratory equipment, charts, class room and demonstration materials are poor means at best in preparing one to enter the agricultural vocations fully competent. The fields, orchards, gardens, poultry plants, barns, markets, etc., must become our laboratories, class rooms and equipment for effective and efficient training in vocational agriculture.

It is my opinion that the best method of training competent farmers will be to establish central boarding schools to serve a comparatively large area (probably not more than four or five such schools in a state). These schools should have large areas of land and ample equipment such as machinery, livestock, orchards, etc., thoroughly representative of the finest type of farming possible in that section of the state. These schools should be open twelve months in the year. Young men who have finished their academic or cultural education, and who have definitely decided upon some of the farming vocations for their life's work, should be encouraged to enter these schools for full-time vocational training. I am inclined to believe that such full-time vocational agricultural schools once well established would become very popular and would fill a very definite need for training the thousands of young men annually entering the farming vocations to be successful in their life's work.

In conclusion, I throw out a challenge to every teacher and leader of Negro youth. The problems of making rural life all that it should be and can be for the millions of Negroes in rural America today are certainly big enough and far reaching enough to demand the best thought of the combined leadership of the race. They are problems that effect the progress and welfare of the entire race and nation. They are not merely problems that deal with crops, soils, animals, insects, diseases, etc., but more, they

are problems that deal with millions of human souls. Problems so far reaching in all of their ramifications should be of vital concern to every one of us, no matter what our position in life. These problems will not and can not be solved in legislative halls, nor by the Federal Farm Board, nor the President's Committees and Conferences. But rather, they must be solved in a large measure through our schools and colleges, the public platform, pulpit and press. With the combined efforts of the entire leadership of the race in solving these vital problems, we shall certainly do a great deal toward bringing about that desired condition of peace, prosperity and good will between all men—the day when “men shall beat their swords into plow shares and their spears into pruning hooks; when nations shall not lift up sword against nations, neither shall they learn war any more.”

THE HEALTH OF THE NEGRO

(Continued from Page 15)

ciation in cooperation with Dr. Oscar Davis, then Texas State Health Officer and the State Medical Association were successful in securing the passage by the 37th Legislature of a bill appropriating \$300,000 for a Negro Tuberculosis Hospital. This bill was vetoed by Governor Neff, who wanted the hospital in connection with the institution already erected for whites at Carlsbad and those interested in presenting the bill felt that Carlsbad was too far removed from the Negro belt and should be a separate institution more conveniently located. At present there are about fifty beds for Negro tuberculosis patients located in three counties for the residents of those counties only and they are kept full and with a waiting list. I have many tragic letters asking for some place where Negroes may be placed for the rest cure. It seems to me that if tuberculosis in Texas is to be controlled and prevented the matter of health education and hospitalization among Negroes cannot be neglected.

National, State and local health agencies have done much to teach better health to the Negro and we are gratified with the results of such instructions. The Annual Negro Health Week has done a great share in stimulating health education among the Race and the Texas Tuberculosis Association who is cooperating with the National Negro Health Week Committee in sponsoring this Health Week in Texas hopes that we will increase our interest in this most worthy activity. Already Texas has won two Silver Cups for excellent work in the Health Week—in 1929 Waco won and in 1930 Wichita Falls won the National Cup; this should serve to inspire greater service.

A satisfactory, effective health program for Negroes must take into council and service outstanding Negro physicians, nurses, teachers, ministers, social workers and other leaders. Their suggestion and service will carry the program directly to those who need it. Public officials are realizing

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CLEVELAND MEETINGS PRESENTS ADVANCES IN SCIENCE

THOS. P. FRASER

The proceedings of the Cleveland meeting of the eighty-seventh meeting of the American Association for the Advancement of Science is known throughout the entire country and also abroad. The eighty-seventh meeting of the association and the annual meeting for the association year 1930-1931, was held at Cleveland, Ohio, Monday, December 29, 1930, to Saturday, January 3, 1931. The American Association has a membership of over 19,000 individuals.

Five thousand scientists assembled in Cleveland and the writer represented Wilberforce University. Dr. Robert A. Millikan, of the California Institute of Technology, retiring president of the association, formerly opened the 87th meeting in Public Hall. Dr. Millikan is the discoverer of cosmic rays, his theory sets forth that the sun and stars are throwing off radiant energy by constantly annihilating atoms, and new atoms are constructed out of hydrogen throughout the heavenly wastes and are rained on heavenly bodies in the form of cosmic rays. These rays from space seem to "feed" planets. This cosmic ray theory is in refutation of the old idea that the earth will some day be consumed in the heat death. At the outset of his address Dr. Millikan declared that "neither evolution or evolutionists have in general been atheistic, Darwin least of all." The incoming president, Dr. Thos. H. Morgan, introduced Dr. Millikan. It is estimated that 600 persons were turned away from this lecture.

More than 40,000 visitors roamed about the scientific wonderland in the gymnasium of Western Reserve University during the meeting. One of the Cleveland reporters says "the ghost of Archimedes must have stamped in psychic frustration through the gymnasium." There the concrete evidences of scientific accomplishment stood; capturing the fancy of the average citizen. One hundred and one creations were placed on exhibition.

Crile's Experiment

The artificially created life cell of Dr. George W. Crile, of the Cleveland Clinic, was probably the most fascinating of all the exhibits. This exhibit was presented as part of an investigation into the cause of cancer. In his search for a principle for the conversion of normal cells into cancer cells, Dr. Crile produced cells called autotrophic cells. According to Crile normal cells contain three significant elements: proteins, electrolytes, and lipoids. From a mixture of brain ash (electrolyte) solution, brain lipoids, and the protein of any organ, these cells were formed. It is interesting to note that no cells pre-existed in the sterile solution used. These cells present all of the phenomena of life among which are nucleation, growth, division by fission and budding, respiration, motility, stainability, and electric charge. Dr. Crile says the autotrophic cell is not the creation of life but a step in the battle against cancer. This experiment reveals the reconstruction or recreation of cells from apparently dead

body cells. Crile's discoveries are not the first along this line as McDougal, Loeb, and a few other contemporary scientists have produced artificial cells and organic and inorganic matter. Their results, however, do not present the life phenomena seen in the microscopic examination of Crile's autotrophic cells.

Radiography

Dr. Thomas O. Menees through radiography can tell the sex of an unborn child. The science of aminography is a method of visualizing the interior of the pregnant uterus on radiograph. The film of a seven months pregnancy on exhibition justified a diagnosis of female fetus. The delivery of a female two months after the picture was made established the science of radiography. The same method of male fetus six months developed was on exhibition.

The Ninth Planet

The discovery of Pluto, the ninth planet of our solar system, was always in the limelight. The discovery of the trans-Neptunian planet is one of the most important in recent years. Photos, positions, orbits, and mass of Pluto, named after the Greek god, were outlined at this meeting.

Visible Music

Dr. William White projected sound waves on the screen. By using the radio broadcasting microphone he was able to pick up sound waves produced by striking different keys on the piano. Then with his apparatus he actually projected these sound waves on a screen.

Genius

The Charles F. Brush Foundation defined a genius as a person whose mind grows faster than his bones. This definition was evolved through the examination of 2,500 men, women and children, 240 chimpanzee, orangutan and gorilla skulls and skeletons, and a large collection of human bones.

Malaria Cure Developed

As a result of his experiments with canary birds affected with bird malaria, Dr. Reginald Manwell helped to make possible the development of a new synthetic product, plasmochin, a drug that cures malaria in human beings. The drug has an advantage over quinine in the treatment of malaria.

Beardless Scientists

The scientist of 1931 is generally a clean shaven man. Contrary to popular opinion few scientists wear beards these days. A survey of the general meetings revealed most of the outstanding men of science to present nothing in their dress or mannerisms to set them apart from successful business men. In appearance, then, they resemble any other group of people.

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THE PRESENT STATUS OF ELEMENTARY EDUCATION AMONG NEGROES IN WEST VIRGINIA

(Continued from Page 22)

The types of schools studied cling to the traditional school in organization and instruction while there are slight variations. Attempts are being made in many to inject a bit of the Dalton idea, Winnetka, the laboratory method, the contract plan and the *Platoon system—such a little has been done at this time which has come to my attention, that is outstanding that I may safely say our school system is strictly of the traditional type. The socialized recitation, the lesson hearing versus the control groups are also in part used.

Huntington, W. Va., has made the most complete change in its organization and instruction. The Platoon system has been installed—"the work-study-play idea." The essential feature of the platoon plan is a duplicate use of all the facilities of the school, making possible a balanced program in which the social and cultural aspects of the curriculum as well as the fundamental knowledges and skills may receive a full measure of emphasis.

Claims for this system: (1) Permits the abandonment of the idea of a "reserved seat for every pupil," and thus greatly increases the capacity and the efficiency of the school plant. (2) The platoon plan is superior to the traditional plan because, with its varied facilities and its greater flexibility. (3) It adopts itself readily to curriculum changes and permits each community to develop school with a distinct individuality. There are many other claims presented. I do not make any defense for or against this system but merely present the facts as found.

The general scheme of a platoon school is familiar. The pupils are divided into two alternative groups. While one group pursues its work in the "home" rooms, the members of the second group are participating in the activities of the auditorium, the gymnasium, the playground, the library, the nature laboratory and the art, music, literature and industrial art rooms. In the home rooms the atmosphere and conditions closely resemble those of any well-organized modern classroom, with exception that the home room teacher devotes herself entirely to reading, writing, spelling, English and arithmetic and assumes no direct responsibility for the special kinds of instruction. While this system has its virtues I do not believe that rural West Virginia is ready to adopt this system (of schools).

From the questionnaires received I found no further marked changes in our state school organization.

Special features in organization and instruction. Under this caption special features of organization was mentioned, Parent-Teacher Associations, West Virginia Clubs, Reading Circles, health programs and the like. Of 100% of questionnaires a number of 200 showed that special emphasis is being placed on health education which is a very satisfactory finding.

Closely related to this question of special features was the question—Student activities. It is shown that in the past three years special interest is being manifested in student activities, such as Reading Circle, Literary Societies, Dramatics, West Virginia Clubs, Art Clubs, Organized Group Play, Choruses and Assemblies. These activities are very beneficial for the development of individuality, locating special abilities in pupils, creating confidence and observing those qualities which are expressive in personalities.

Teacher Problem

There are many problems found among the teachers of West Virginia. The most prevalent found are: Tardiness, absentees, crowded condition, lack of equipment, getting materials for instructional purposes, insufficient time for required work, inability to get pupils to use correct English, problems of remedial work, insufficient libraries with supplementary readings. These problems and similar ones should make a most interesting study for some student of Education in West Virginia with an aim of offering a solution to the problem.

Length of Term and Enrollment

The length of term in days annually for the state is 163.6 which is a very high average as compared with other southern states. While this figure includes that of whites too there should be only a small deviation from this average for Negroes because the school term in the various counties, districts and cities are same for both white and colored within the same county, district or city.

The year ending June 30, 1929, showed an enrollment of 11,322 boys and 11,678 girls, a total of 23,010 Negroes as compared with 325,268 whites for the state. The average daily attendance for whites in this report is 274,725 while the latest figures given for Negroes is found in the report of 1926 of the State Superintendent of Negro Schools—8,603 for boys and 9,359 for girls, a total of 17,962. There has been a marked increase in the enrollment in Negro schools as shown by the report of June 30, 1929. This fact is an evidence of the awakening and interest being shown by the educational agencies of our state to educate the Negroes to his opportunities and advantages offered him.

Pupil enrollment per teacher is 26 gross enrollment and 21 daily average attendance.

Summary of Promotion and Graduation

As of June 30, 1929, the number of pupils promoted from the 8th grade was boys 188, girls 257, or 445, while those who received 8th grade diplomas, boys 159, girls 241, or 400, a grand total of 845 pupils completing our eight year elementary schools. It would be an interesting fact to know just what percentage of this group attended high school.

Equipment

Tools are always an essential element in any undertaking. Without proper and sufficient equipment

*The Platoon School—Its Advantages. Charles I. Spain, *The Elem. Sch. Jr.* XXVI, June, 1926.

educational institutions as well as business enterprises are handicapped.

The following data was taken from the report of 1926, the 1929 summary did not quote separate accounts:

The number of volumes in libraries.....	33,741
The number of schools with playgrounds of ½ acre or more.....	194
The number of schools with grounds fenced	42
Value of lands.....	\$ 426,506.00
Value of school houses.....	2,461,595.00
Value of school furniture.....	199,412.00
Value of apparatus.....	74,629.00
Value of libraries.....	30,290.00
Total value.....	\$3,277,485.00

I am sure these values have greatly increased since publication of this report.

Teachers—Salary and Training

The teacher is the most important factor in the school other than the pupil. Without the teacher there would be no school. The teacher of West Virginia has made consistent improvement in training and scholarship during the past ten years, through attendance upon school during the regular sessions, through summer school, correspondence courses, extension work and teacher reading circles while in service.

The expenditures for Negro elementary education in 1928:

For teachers administration and supervision	\$692,035.43
For coupons of credit.....	3,186.00
For institute attendance.....	4,186.00
	<hr/>
	\$699,703.93

At the close of the fiscal year June 30, 1929, the total cost of administration and supervision was \$880,488.98.

The following table indicates the minimum salaries that must be paid in all schools outside of independent districts, towns and cities in West Virginia:

Classification	Basic	2nd Yr.	3rd Yr.	11th Yr. (max.)
Third grade	\$50.00	\$53.00	.....	\$85.00
Second grade	65.00	68.00	70.00	95.00
First grade	85.00	88.00	90.00	105.00
Short Course	90.00	93.00	95.00	110.00
Stand. Normal	100.00	103.00	105.00	120.00
College	110.00	113.00	115.00	130.00

High rates of salary may be allowed to teachers of one-room schools, and for teachers who attend approved summer schools. Many districts throughout the state lay an extra levy to raise the salaries of teachers above the minimum set by the state law.

The lowest paid salary of any Negro teacher for the year ending 1928 was \$520. While the highest

was \$2,250. However this last amount included services rendered in high school work. The average teacher salary for elementary school June 30, 1928, was \$939.39.

The per capita cost elementary education based on enumeration was \$43.25, on enrollment \$55.32, and on daily attendance \$66.80.

The latest published report on training of Negro teachers (issued in 1920) shows 807 teachers holding 1st grade certificates and above; 12 holding 2nd grade certificates; 4 holding 3rd grade certificates and 2 holding other certificates. These figures have been greatly changed in the past year. I could not ascertain from the 1929 report the number of Negro teachers holding various certificates—not separated.

The Outlook

West Virginia with its generous laws of equal opportunity for every boy and girl, with its equipment, its vast wealth, its magnificent school system, and with its trained teaching staff has one of the best outlooks of any state, South or North. Yet to keep pace with the modern development in elementary education we need a closer supervision with a good scientific technique, trained elementary principals with a corps of teachers thoroughly acquainted with the child and his problem. Then we may expect to raise the present status of Negro elementary education in West Virginia to equal that of any system in the United States.

THE HEALTH OF THE NEGRO

(Continued from Page 24)

this and are employing a few health and welfare workers.

Teachers are a potent factor in health education among children and there should be health training for them through city health institutes to fortify the courses which may be taught in the colleges. Educate the youth we save the adult.

More money spent on sanitation in the Negro sections of our cities, rigid enforcement of sanitation and housing laws and vocational training to increase the earning capacity would greatly improve health and reduce the high mortality among Negroes. We must teach the Negro how to live.

Health is basic in the welfare of the Negro and when his health is brought on a level with that of white people his economic status will be assured.

There was some alarm a little while ago that the Negro would be exterminated because of his high death rate and low birth rate but the Race is so grasping the better health idea that the future will see but little change in the relative numerical importance of the Negro unless some unforeseen circumstances should distort the picture. The years to come will see him playing a worthy part in the life of this state and country. His achievement in American life will ultimately be recognized, not only as the greatest experiment in racial adjustment ever undertaken by man but as the most encouraging and gratifying episode in our National Life.

VOCATIONAL AND EDUCATIONAL GUIDANCE IN THE JUNIOR AND SENIOR HIGH SCHOOLS

(Continued from Page 20)

- II. Improvement of the Conditions of Employment
 1. By instituting continuation classes.
 2. Opportunity for part time work desirable.
 3. Make possible better system of employment supervision.
- III. Extending the Work of Employment Manager
 1. Induce firms to put solution of employment problems in charge one agent.
 2. To help make position of employment manager important.
 3. To cooperate with manager in connection with employment supervision on behalf of school.
 4. To induce employment managers to study their problems and to improve their methods through conferences, visits, joint actions.
 5. To further professional training of employment managers.
- IV. Methods of Guidance. Arousing the Child's Interest in His Career
 1. To keep child in school by early start in thinking about his trade: surveying opportunities.
 2. Guidance in choosing occupation.
 - a. Emphasis not to be put up on choosing occupation.

- b. Avoid encouraging brighter boys and girls to go in to "white collar" professions.
 - c. Breath of education and experience the main thing in the choice of occupation.
3. Guidance in preparing for occupation include the study of schools, select wisely, study of the occupation, part-time experience, etc.
4. Entrance guidance must be carefully done.
5. Guidance in progress and promotion through cooperation of employment supervision, experienced helper, and vocational counselor.
6. Guidance in change and readjustment.
 - a. Evil in system without possibility of transfer from unskilled to skilled occupation.
- V. Training for Vocational Guidance. Normal School Classes
 1. Two courses may be profitably given—
 - a. The vocational guidance point of view: study of vocational activities and possibilities of the elementary school.
 - b. The problem of the life-career class in the elementary class.
 2. The college course in vocational guidance should provide at least three classes—
 - a. Those who expect to become high school teachers of ordinary subjects, and wish to obtain the vocational-guidance point of view.
 - b. Those with school experience and wish to lead the life—career class and become vocational counselor.
 - c. Those expecting to be supervisors or administrators and wish to learn to foster the vocational guidance movement.

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THE FLORIDA AGRICULTURE AND MECHANICAL COLLEGE

(Continued from Page 14)

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Or be contented to stay where you are.
Take it or leave it. Here's something to do!
Just think it over. It's all up to you!

CLEVELAND MEETING PRESENTS ADVANCES IN SCIENCE

(Continued from Page 25)

These are but a few of the evidences of concrete scientific accomplishment presented at the Cleveland meeting. The questions arise: What is the relation of research in science to education? Can education fail to utilize its science foundation?

Programs of Teacher Training

Dr. S. R. Powers presented a program for the training of science teachers in teachers colleges. The courses suggested by Dr. Powers satisfy the criterion of "respectable" scholarship.

Committee on the Place of Science in Education

Dr. Otis W. Caldwell, a former teacher of the writer, is chairman of this committee. Papers were presented on research in science teaching.

Student Blunders

Dr. Benjamin C. Gruenberg explained how blunders made by students have thrown new light on educational work. The teachers' failure to make clear is often the cause of such blunders. A misunderstanding of the teacher's definition led to this one: "What three animals are peculiar to the frigid zone?" Student: "The lion, the elephant and the giraffe are peculiar to the frigid zone."

To the wrong inference by the student Dr. Gruenberg assigned this one: "A grass widow is the wife of a dead vegetarian."

A noteworthy feature of this meeting was the attempt to have the public understand scientific accomplishments without sacrificing the exactness of science. There is a movement to simplify science so that the laymen can understand the principles of the subject. From the layman's standpoint why say "Hexylres occinol in the treatment of ascaria, hookworm, and trich uris infestations," when the first word is a germicide and it really means whether treatment with this germicidal thing is good for hookworm. Ascaris is a worm similar in many respects to a hookworm and infestations simply means you have caught the disease.

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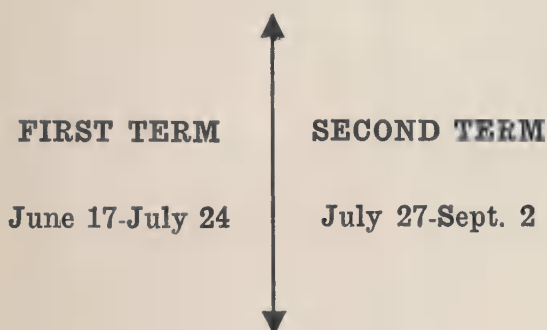
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3. *The National Association of Teachers in Colored Schools is pledged to use its efforts to increase public interest in support of the education of the Negro child.*

4. *The Association publishes the Bulletin, a monthly magazine devoted to matters pertaining to the education of Negro youth. It contains articles prepared by some of the best educators in the country.*

5. *The National Association of Teachers in Colored Schools is pledged to the interests of teachers and children in rural communities, and seeks to secure educational opportunities for the child who lives in the most remote community. If you are interested in these objectives, you are invited to become a member, and to use your influence in securing other members. The Association's goal for 1930 is 20,000 members. The campaign is now on. You are invited to write to Wm. W. Sanders, Executive Secretary, Box 752, Charleston, West Virginia, for information with respect to this campaign.*

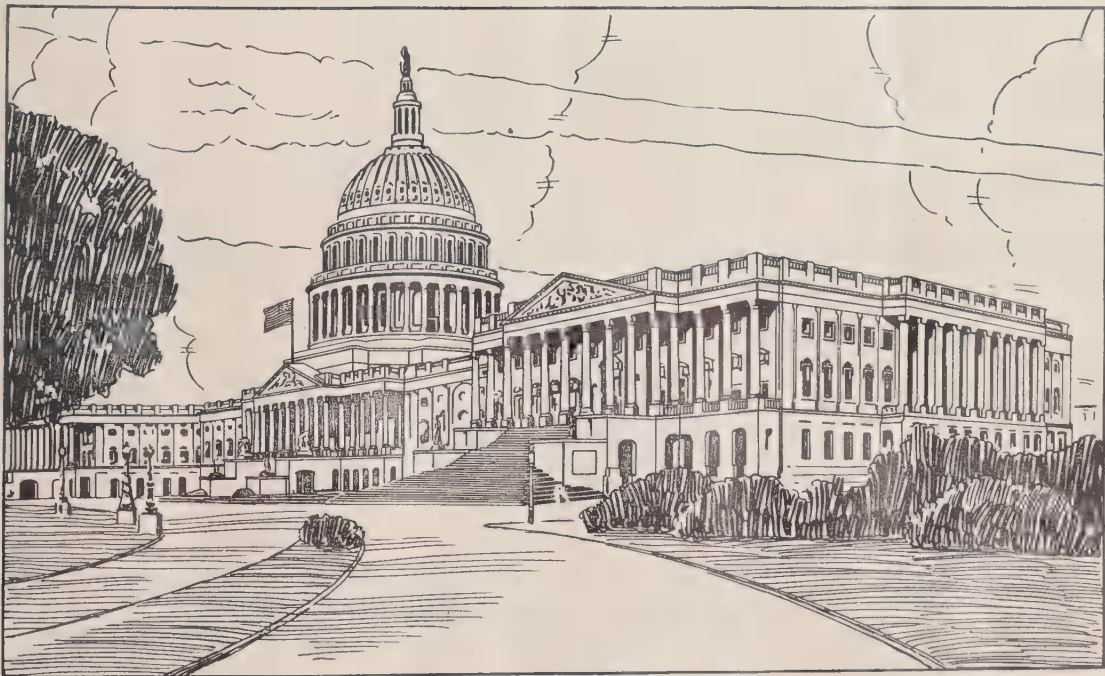
The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

VOLUME XI

CHARLESTON, W. VA., JUNE-JULY, 1931

Number 9



THE NATION'S CAPITOL, WASHINGTON, D. C.

Published Monthly except July, August and September

ANNUAL MEETING OF THE N. A. T. C. S.,

WASHINGTON, D. C., JULY 28-31, 1931

THE BULLETIN

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Letters to the Editor, contributions, news notes books for reviews, change of address, application for membership in the Association, subscriptions, advertising space and rates should be sent to W. W. Sanders, Box 752, Charleston, West Virginia.

Upon payment of \$1.50 dues the member receives nine issues of the Bulletin. Subscribers pay \$1.50 per year for the Bulletin.



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REGISTRATION FOR THE SUMMER SESSION

June 29 to July 8

A late registration fee of \$5.00 will be charged after 3 P. M. June 30. No student may register for full credit after 3 P. M. July 8.

For further information write

THE REGISTRAR

HOWARD UNIVERSITY, WASHINGTON, D. C.

THE BULLETIN

VOLUME XI

CHARLESTON, W. VA., JUNE-JULY, 1931

Number 9



PATRICIA M. EWELL

Winner of First Prize in N. A. T. C. S. Campaign

Mrs. Patricia M. Ewell, Portsmouth, Va., who won first prize in the National Association of Teachers in Colored Schools, membership campaign, is a progressive teacher in the Portsmouth, Va., Schools; an active member in the Virginia State Teachers Association and is an enthusiastic booster of the National Association of Teachers in Colored Schools. Mrs. Ewell secured two hundred fifty-six active members, seven group affiliations, one life membership, and one state affiliation. The total amount of money collected by this active worker was \$444.30. This prize entitles the winner to a scholarship in Columbia University for the summer quarter.

TENTATIVE PROGRAM OF THE WASHINGTON MEETING OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS, JULY 28-31, 1931

GENERAL SESSION

General Theme: "A Factual and Critical Study of Education as It Affects Negroes—The Elementary School."

Tuesday, July 28

11:00 A. M. Meeting of the Trustees, N. B. Young Chairman, presiding.

3:00 P. M.—Meeting of the General Council, M. W. Johnson, Chairman, presiding.

National Association of Teachers in Colored Schools.
General Session (Armstrong Manual Training High.

8:00 P. M.—Presiding Officer, M. Grant Lucas, President Columbia Education Association, Washington, D. C.

Music—Audience.

Welcome Addresses.

Music.

Response—On behalf of the National Association of Teachers in Colored Schools, Mrs. Mary McLeod Bethune, President Bethune-Cookman College, Daytona Beach, Fla.

Music.

Introduction of the President of the Association.

Address—Dr. Wm. John Cooper, U. S. Commissioner of Education, Washington, D. C.

Adjournment.

National Association of Teachers in Colored Schools.
Wednesday, July 29

10:00 A. M.—Registration of Delegates.

11:00 A. M.—First Business Session of the Delegate Assembly, Miss Fannie C. Williams, presiding.

Music.

Adoption of Rules of Procedure.

Report of the Executive Secretary.

Report of the Treasurer.

Report of the Auditor.

Nomination of Officers.

Appointment of Committee on Election.

Appointment of all other Committees.

Vote on Proposed Amendment to Constitution.

National Association of Teachers in Colored Schools,
General Session, Howard University
Wednesday, July 29

2:00 P. M.—Music.

a. "National Surveys and the Education of Negroes," Dr. Ambrose Caliver, U. S. Office of Education, Washington, D. C.

b. "The Distribution of Federal Funds Among Negro Institutions," Mr. T. B. Jones, A. & T. College, Greensboro, N. C.

c. "Aims and Scope of the National Association of College Women," Mrs. Vivian E. Cook, Baltimore, Md.

d. Discussion.

National Association of Teachers in Colored Schools,
Armstrong Manual Training High School

8:00 P. M.—Music.

a. Address—Major R. R. Wright, Philadelphia, Pa.

b. Annual Address of the President of the National Association of Teachers in Colored Schools, Miss Fannie C. Williams, Principal Valena C. Jones School, New Orleans, La.

National Association of Teachers in Colored Schools
Thursday, July 30

11:00 A. M.—Second Business Session of the Delegate Assembly, Miss Fannie C. Williams, President, presiding.

Music.

Reports.

a. N. A. T. C. S. Committee, Dr. John M. Gandy, President Virginia State College.

b. N. E. A. Committee, Mr. N. C. Newbold, Director, Division of Negro Education, State Department of Education, Raleigh, N. C.

Greetings from the National Association, Dr. Willis A. Sutton, President, National Education Association.

Election of Officers. (The election committee will sit from 2:00 P. M. to 4:00 P. M. to receive the ballots of accredited delegates.)

National Association of Teachers in Colored Schools
Thursday, July 30

2:00 P. M.—General Session.

a. "The Relationship of Vocational Guidance to the Employment Situation," Mr. T. Arnold Hill, Director of the Department of Industrial Relations, Urban League, New York.

b. "Facts and Factors in Our Vocational Education," Mr. J. C. Evans, Director of the Department of Vocational Education, West Virginia State College, Institute, W. Va.

c. "Training Teachers to Meet Our Present Day Needs," Dr. Leslie Pinckney Hill, Principal Cheyney Training School for Teachers, Cheyney, Pa.

d. Discussion.

National Association of Teachers in Colored Schools
(Armstrong Manual Training High)
Thursday, July 30

8:00 P. M.—Music.

a. "Secondary Education," Mr. Arthur D. Wright, Professor of Education, Dartmouth College, Hanover, N. H.

b. "The White House Conference and Its Significance to the National Association of Teachers in Colored Schools," Mr. N. C. Newbold, Director, Division of Negro Education, State Department of Education, Raleigh, N. C.

c. "College Program for Worthy Home Membership," Miss Lucy D. Slowe, Dean of Women, Howard University, Washington, D. C.

(Continued on page 23)

THE FORTHCOMING CONVENTION OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

By JAMES O. LUCAS

The National Association of Teachers in Colored Schools will hold its annual convention in Washington, the Federal Capital, July 28 to 31, 1931. This will give the event a most auspicious setting. The Federal interests and the education interests will be fairly merged, both being centered in the Capital of the Nation.

This will be the 28th annual convention. It should bring large numbers of people interested in education to the capital city, where there will be many points of great educational interest. Some will be seeing Washington for the first time. It is hoped they will avail themselves of every opportunity to visit its many and varied attractions.

The National Association of Teachers in Colored Schools was incorporated in Washington, the first convocation being at the historic and revered Cedar Hill, the home of Frederick Douglass. During these 28 years the association has engaged in the discussion of policies vital to the educational interests of the Negro race. Great good has been achieved and present indications and projected activities forecast that this convention will be one of the most important and most productive in the history of the Association. It is believed that more teachers and educators than ever will participate in this conclave.

There are more than nine hundred colored teachers in Washington. The school range from the kindergarten to the teachers college. Three senior high schools, four junior high schools, two vocational schools and a number of elementary schools constitute the organization. The first assistant superintendent is at the head of the system. He is aided by two assistant superintendents, one president of the teachers college, and a large force of directors and principals of elementary school buildings. The Washington schools are well organized. They are equal to the best in the country.

Howard University stands out as our chief educational institution. It is situated on a hill overlooking the city of Washington. It was founded in 1867 by General O. O. Howard for whom it was named. It has students, men and women, from all parts of the world. And it has sent men and women trained in the arts, skills and professions out from its hall into all parts of the world spreading a wholesome influence for the education and regeneration of mankind. Howard will be the chief headquarters of the convention.

The National Training School for Women and Girls is a private institution and a monument to the head and heart of its founder. Congressman DePriest is interested in the success of the National Training School for Girls of which Miss Nannie H. Burroughs is principal. He recently headed a drive in interest of this school. The scope of work in this institution is highly creditable. In

it the opportunity for training is offered to a most deserving element of our people. The training it gives commends the school to all who are interested in uplift and self-help.

The Office of Education, formerly called the Bureau of Education, in the Interior Department, 19th & F. Sts., N. W., is the world famed workshop and laboratory in educational pursuits. The United States Commissioner of Education has his office here, and the workers welcome and aid teachers and educators in research, study, and current educational thought. The National Geographic Society, 16th & M. Sts., N. W., publisher of the magazine and bulletin so valuable to geography teachers, is a point of interest.

Then there is the new headquarters of the great National Education Association on 16th & M. Sts. This organization is devoted to the varied interests of education without regard to race or creed. It is always ready to welcome teachers and extend them every courtesy.

Our teachers will visit the White House and may see the President of the United States; the Capitol with its historic suggestions that will give impetus to teaching back in the classrooms; the United States Museum with its marvelous collections brought by students of science from over the entire world. The zoo, the Botanical Gardens, and historic Potomac, all will have attractions for those who attend. The State, War, and Navy building, 17th and Pa. Ave., N. W.; the Treasury, very near; and the Library of Congress, near the Capitol, are places that will thrill visitors. In this Library are deposited original drafts of the Constitution and the Declaration of Independence, which with other valuable papers were saved by President Monroe from destruction when the city was captured by the British in the war of 1812. Do not forget the Washington Monument, the Lincoln Memorial and the Tomb of the Unknown Soldier.

Descriptive signs point out many other places of interest such as the Patent Office, where a bronze tablet shows that here Samuel F. B. Morse invented the electric telegraph. The Coast and Geodetic Survey, with its library of 36,000 maps, is a point of interest and profit to the teacher. The theatres most frequented by our people are pleasant social centers. The Republic, Lincoln, and the Booker T. on U St., N. W., are among the best. Again the Suburban Gardens offer a splendid outing for picnickers.

The National Benefit Life Insurance Company has its headquarters in Washington. It is a financial Gibraltar, founded 33 years ago. From assets of \$6.00, a battered table, one or two chairs, and an almost bare room, this modern "Beanstalk" has grown to an altitude in assets of \$6,109,866.09; 300,000 policyholders, and insurance to the amount of

(Continued on page 21)

THE AUDITORIUM

By LILLIAN E. TANNER

Foreward

What do we do in the auditorium? The name itself conveys little, but necessarily associates with it the feeling of vastness. We realize it is a subject of unlimited scope and one still in its infancy and experimental stages, but that the schools which have not adopted it are doing so with increasing rapidity. Several years ago, the auditorium presented a very peculiar problem, in that it had no counterpart in the traditional school. Today the situation is very much altered and we find very efficient work being carried on in the auditorium in the traditional schools as well as the platoon schools. It has gained an ever increasing importance in the public schools in the past few years. The activities were never new to the elementary school, but in the auditorium of a platoon school, they occupied a place of unusual prominence. However, now they occupy a place in a balanced schedule of school activities with teachers of special training and aptitude in charge of the work in the traditional schools also.

The auditorium is the medium for the extension and fuller development of classroom instruction; for unifying and strengthening the school program and for centralizing the community activities.

The assembly room is invaluable for these activities. Its services are also needed in the conduct of building projects designed to develop strong school spirit and to offer opportunities for cooperative enterprises of wide scope. In short, it is in the auditorium that the classroom activities of the school are correlated, integrated and supplemented. Likewise, the various community organizations, especially those closely identified with the life of the school will all profit by a wider and more systematic use of the auditorium.

It is more or less hard for use to realize and take full advantage of the fact that the auditorium is just a legalized time and place for work that all real teachers longed to do a few years ago. They worked after school, before school, at recess and at their homes. Sometimes they hurried through lessons at school to get a few minutes for this special work hoping and praying that the supervisor or principal would not walk in and catch them at it. Actually, they felt guilty for taking school time and made all kinds of excuses for it. Now they are patted on the back and told, "Well done, good and faithful servant." We think of the auditorium as being a center of activities and so it is in its relation to every other department of the school.

Organization

In organizing the work in any auditorium, there must first be certain principles that every successful teacher must know, understand and apply. There must be a feasible plan of organization and the first thing to do is to work out a building program.

This program should permit the individual classes and grades to utilize the facilities of the auditorium as needs develop and in addition, should provide for the general activities of the building.

The auditorium work should be under the general direction of one person who is held responsible to the principal for scheduling, programing, planning and directing the activities. She should keep in mind that the auditorium is invaluable in building worthy ideals for boys and girls, first for themselves as individuals and then for their groups as social units.

No time schedule for the various activities should be issued from headquarters, but the principal and the auditorium teacher should plan their schedules so that the best possible arrangement might be had in the individual schools for the class and building projects. There can be no standardized program. Worthwhile activities must be balanced. Procedure must be systematized. As pupils develop only through their activity, there must be a maximum of pupil participation and of pupil activity. The objectives are set. The aims are clearly defined and uniform. The methods for realizing these aims must vary with the teacher, the children and the situation. Fortunately, auditorium work can not be made uniform and remain vital, too many factors enter in to destroy uniformity.

Aims

The making of better citizens may be said to be the general aim of every phase of auditorium work. We try to inculcate in the children those habits, attitudes and ideals essential to good citizenship. This can only be accomplished when there is a unifying and coordinating of all the efforts of the school toward this purpose.

The following specific aims may be set up; to gain the ability to think clearly in the organization and selection of material suitable for presentation; to enable the child to think quickly on his feet before a large audience; to give the pupil proper control of his body which results in poise and ease of movement; to develop self expression; to create the desire for the best things in music, art and literature; to increase mutual understanding between teacher and pupil; to develop the power, the ability and the willingness to act properly in all social situations; to develop initiative and leadership and to foster such habits and attitudes as appreciation, broad-mindedness, cheerfulness, courtesy, loyalty, promptness, helpfulness and sociability.

Equipment

There must be certain physical equipment used in order to present the various types of programs properly. However, it is well to remember certain principles governing the selection of equipment and they are utility, economy and simplicity.

The stage is permanently constructed, hence proportionally balanced with the auditorium. The curtains which are made of heavy dark blue velvet are more or less uniform in all schools. In buildings where there are no curtains the screens handled by trained boys will serve the purpose. When there is a feasible plan of using the auditorium as gymnasium the seats are movable. However, they are placed in rows very quickly for assembly purposes and this facilitates quick seating and clearing of the auditorium.

A portable blackboard, a motion picture machine, a visual education machine, a desk for the teacher, a flag, a victrola, a piano and radio are considered equipment for an auditorium. Paintings for decorative and instructive purposes are also very effective. Potted plants and fern boxes add much to the beauty of the hall.

Elaborate costuming is wholly unnecessary and not the desired thing, but little by little it is well to accumulate such costumes as fairies, elves, Indians, colonial, Pilgrims, etc. Of course, special costumes are made to meet the demands and then out of such inexpensive materials as cambric, cheese-cloth and canton flannel. The resourcefulness and ingenuity of the training teacher guides the construction of special costumes but it is well to remember that the simplicity of setting and costume are paramount in every program and with these ideals, it is apparent that a large amount of equipment is unnecessary to establish and maintain a successful auditorium.

Activities

The activities in which the children engage should offer self direction, self control and self appraisal. Following is a list of the types of activities:

GROUP ONE

Story-telling, poems, dramatizations, conversational topics, current events, problems for civic appreciation, motion pictures, dialogues, monologues, pageants, rhythmic dances, competitive drills, recitals, plays, playlets, pantomimes, charades and operettas.

GROUP TWO

Art exhibits, exhibits touching the fields of elementary science, nature study, social science and health education, speech work, radio programs, recreational programs, visual education, puppet shows, shadow pictures, tableaux and physical education.

GROUP THREE

Student assemblies, including devotional and special programs of various kinds; special campaigns as fire prevention, health, thrift, better English, forestry and patriotism; special day programs as Columbus Day, Hallowe'en, Armistice Day, Book Week, Thanksgiving, Christmas, Negro History, May Day and Flag Day; Community organizations and Parent Teacher Associations; Mothers' Clubs, and Social Service Clubs.

Programs

Creative expression is fundamental to child development, therefore the larger number of programs must be child programs. It is the privilege of the auditorium to create conditions which should arouse each child to express freely in some way or other his interests. The program is a simple device to provide a motive for the expression of interests. It should have definiteness of purpose, adaptation to the group, principle of communication and the principle of appropriateness. The program must have a unified idea and must create an atmosphere that causes every one to feel himself one of the situation. It must further be carefully planned so that pupils and teachers will form right habits and mental attitudes as citizens of the school.

Ideas may be obtained from students, teachers, organizations, commercial entertainment houses, shop windows, courses of study, state education departments and current publications. Proportion among the various types of work included in the program may be provided by broadening the director's field of interest; making the program in conjunction with the principal; having conferences with the teachers, having a program calling for a different type of activity each day of the week, having a tentative program only, keeping in mind the three major types of situations; dividing the year's work into units or projects, making the auditorium function as the correlating agency of the school and admitting all things of interest to the students.

TYPES OF PROGRAMS

Negro History Week

Monday—9:15 A. M.

Scripture Reading.

Prayer.

Hymn.

"Why We Celebrate Negro History Week."

"The Negro's Part in the Making of the Nation."
a Playlet acted by 6th Grade Pupils.

Tuesday—11:00 A. M.

Battle Hymn of the Republic.—School.

A Sketch, "The Negro in Literature and Art,"
acted by 6th Grade Pupils.

Lift Every Voice and Sing.—School.

Remarks—Principal.

Address, "The Negro in Literature and Art."
America.

Flag Salute.

Wednesday—9:15 A. M.

Scripture.

Prayer.

Hymn.

A Sketch, "The Negro in Music," including selections by the Teachers' Chorus and the Children's Glee Club.

Vocal Solo, "Just You"—H. T. Burleigh.

(Continued on page 29)

CAN A STUDENT COUNCIL BE SUCCESSFUL IN AN ELEMENTARY SCHOOL?

By ELIZABETH DOUGHERTY ATKINS

During the last school year my principal came to me and asked if I would carry on an experiment with a student council at our school, John F. Cook School. I immediately said that I didn't think it would work, but that I would try it. I did and it wasn't very long before I realized that a student council could be as successful in an elementary school as in a secondary school.

Of course, one wouldn't expect a council in an elementary school to have the same functions as one in a secondary school. The elementary school council is necessarily more limited in scope than a secondary school council, due to the immaturity of the students. But as the students grow older and more experienced in self government they are given wider responsibilities, so that by the time they reach high school they are prepared for a student council in almost any form.

Although still in the experimental stage, student participation in school government at Cook School is assuming a tangible form in organization. Both teachers and students are finding it invaluable. The student council teaches principles and methods of government such as students need to know in later life; it trains in leadership, in self-reliance and self-control; it promotes an atmosphere of trust between teachers and pupils; it creates a sense of common ownership of school property and a feeling of responsibility for its protection; it trains in independence of thought and action, it helps to socialize the school.

There are different kinds of organizations which might be used successfully, and no one can say which plan is best as there is no one plan which would fit all situations. We found that the best form of organization for our students is a council elected by the students.

Each room above the third grade, selects two representatives to the council. The factors determining eligibility for participation in the council are (1) high scholarship, (2) proved ability in leadership, (3) approval of faculty and principal.

When we first started the council we had as the main factor for eligibility to the council—"high scholarship and behavior," but we soon found that that wouldn't work. It seemed that the students of the highest scholarship and best behavior were the youngest and smallest in stature. The older and larger students objected to being disciplined by younger and smaller students. They had no respect for the student officers and ill-treated them at every opportunity. At this time I felt so discouraged over the council that I felt like giving up the experiment, but after conferring with the principal we decided to lay emphasis on leadership rather than on scholarship for eligibility to the council. This relieved the situation as some of the older students were given chances to be elected, and we now have efficient and successful leaders and a student body educated to accept the action of the student council.

Members are elected at the beginning of each semester. This to fill vacancies made by members promoted to the junior high school. There is an installation ceremony in which the president of the council (officers are elected by the council) makes an address and members of the council are introduced. His and other addresses given from time to time during the school year focalized the students' attention on the various phases of the objectives, organizations and activities of the student council. At this time the members of the council are presented with insignia, which have these psychological values: the students who are directed more readily follow the directions without reaction, and the students directing take additional pride in their responsibilities.

The council meets weekly under my guidance and the meetings are carried on by simplified parliamentary procedure. We haven't written a constitution yet. However, that is part of our work for next year. All plans of the council are submitted to the principal for approval and then discussed in the respective classroom under the guidance of the classroom teacher during the period set aside for the purpose.

Some of the activities of the council are:

1. General problems pertaining to the welfare of the school.
2. Factors promoting school spirit.
3. Disciplinary cases
 - a. Order in hallways, classrooms, toilets and lunch rooms.
 - b. Student loafing.
 - c. Matters pertaining to the destruction of school property.
 - d. Thieving.
 - e. Truancy and indecency.
 - f. Social gatherings.

As a result of these activities the council is divided into committees such as:

- (1) Traffic committee, to regulate traffic in the halls and on stairways. I feel that the Boy Patrols should form a part of this committee. At present they are working as a separate unit.
- (2) Police Committee, to keep grounds and building free from refuse, papers and the like.
- (3) A committee on tardies.
- (4) A "purity" committee to control conditions in toilets and lunch rooms.
- (5) Lawn committee.
- (6) Lost and found committee.

The achievements noted, from the council at John F. Cook School are such that there is no doubt in the minds of the faculty and students of the advantages of such an organization. There are decided improvements in the traffic and order in halls, also regulated lunch rooms, improved and more punctual attendance, improved order in the auditorium, conducted assemblies, improved building and grounds and a better school spirit.

THE EDITOR'S PAGE

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Our Growing Association

The matter of the financial program of the National Association is without doubt one of the very important considerations of the Association. Associations cannot function without funds. But for the last two or three years this has engaged entirely too much attention of the Association making it difficult for the organization to give adequate attention to the prosecution of a useful program. It has furthermore served as the donkey to which all sorts of tails have been pinned most incongruously by every individual who for any reason has had cause, real or imaginary for any dissatisfaction or disgruntlement.

A few years ago the National Association of Teachers in Colored Schools was a very small organization measured in membership. Our history has been woefully neglected but I would venture to say that only within the first ten years could the organization count its memberships in three places and not until the last five years could it boast of a membership above a thousand. Even now professionalism among Negro teachers is just beginning to be a State matter and comparatively few of the fifty or sixty thousand Negro teachers in America have attained a professionalism that extends beyond their state organization. This fact may be deplored but it is not to be wondered at. Numerous factors explain it. Where could have the rural teacher of limited training and still more limited salary whose life contacts are local, achieved a very abstract professionalism? Such a thing calls for broad contact and depth of understanding and sympathies that are only slowly being achieved by our best school people. In this our professional

development is only following the same course traveled by our white confreres.

With this small membership the Association needed only a very simple machinery of operation. Like all small organizations the National Association of Teachers in Colored Schools adopted the committee plan of operation. Each year as the meeting went from section to section a small loyal few followed it. They attempted to use the local teachers in each place where they met even though much loss of time was always necessary in explaining the details of operation to these new members who had never before attended a meeting, and with reasonable expectation would never again attend one.

Gradually as professionalism among Negro teachers has developed and the attendance at the annual meetings has increased the committee plan of operation has become inadequate. Again following the usual trend of organizations reform materialized slowly. The organization was too busy with other problems to feel growing pains. But the issue was faced in a meeting where new faces were so numerous that it was with great difficulty that the meeting was persuaded to vote for a resolution which the "old guard," as the few persistent annual meeters were "affectionately" termed, were fighting to put through calling for a committee to revise the constitution. Two years passed before the committee was finally able to report; two years of development that still further emphasized the need for a more democratic machinery of operation. But finally in the third year, with most remarkable calmness and restraint, the newly approved machinery was put into operation and lumbered off with surprising smoothness. From our over-grown club of determined Negro men and women intent upon the present ills in Negro education the National Association of Teachers in Colored Schools became suddenly clothed with so much democracy that it refused to use it and the universal popularity of the candidate gave the Association its first, and probably its only, single-nominee election for president. Having democratized itself, many of us are hopeful that we can swing into a program that will justify to the most doubtful the abiding necessity for Negro teachers to organize Nationally.

For instance there is the whole question of our Southern dualism in school administration that must be studied and the findings, based on such a study broadcast to a South that has more than once proved that it can be convinced about Negro education. What is the practice in large cities with regard to making the duality thorough-going by having a Negro assistant superintendent of schools? Would we be surprised to know that there is something of a trend in that direction below Washington? What have been its results, and is the question of educational justice at all involved? What is the practice with regard to the supervision? Is it given to

both parts of the dual system or to one? Can and do white supervisors work in Negro schools? Are there Negro members on the board of education in any communities of the dual system? We would be surprised to know these and many other associated factors in the dual situation. Has not the time come for a "committee of ten" again to make history by reporting to the world, our Southern world, the truth on this whole matter of how dual the dual system is?

A few days ago a young man preparing commercial teachers in a teachers college asked me if there was a field for his product in the Negro high schools. I vote for another committee to study the matter thoroughly, not only regarding commercial teachers but concerning librarians, physical training teachers, music teachers and other special teachers in Negro high and junior high schools. How valuable such a study would be both to the high schools in making sentiment and to the college in making a place for their product or, from another angle, in giving them information upon which to base a program for limiting production.

There would be but little expense to the Association. Schools would gladly cooperate with their professors in such a study. Twenty dollars worth of stamps would do wonders and no one not sufficiently interested as to work without clerical assistance should be invited to help.

A program of working committees reporting at annual meetings and the Association publishing and broadcasting these reports is the future function of our Association and the sooner we get at it the better.—W. A. R.

The program for the Washington Meeting is about complete. Speakers of national repute have been assigned definite subjects relating to the general theme "A Factual and Critical Study of Education as it Effects the Negro—The Elementary School."

The Research and study Committee under the direction of Prof. Howard H. Long, Assistant Superintendent in the research department of the Washington Schools, has made a careful study of the following problems.

Problem I. The Present Status of Child Labor Legislation in the forty-eight States. Effects of regulation on school attendance and promotion.

Problem II. Present Status of School Census.

Problem III. School Attendance vs. Compulsory School Attendance. Effects of school attendance upon promotion.

Problem IV. Present Status in the Field of pupil-personnel work.

Problem V. Distribution of pupils as to:

(a) Age-Grade distribution for Elementary Schools.

Grades 1-6

Junior High 7-9

Senior High 10-12

(b) Age-Grade Progress Study

(c) School Marks—General Distribution.

Problem VI. School adjustment for pupils.

Problem VII. Supervised Teaching as a Factor in Promotion.

SPECIAL SUBJECT FOR ELEMENTARY SECTION

Experimentation and Laboratory methods in improving technique in teaching of reading, language and arithmetic as conducted in:

Louisville	Washington	Birmingham
Cincinnati	Charlotte	Nashville
Baltimore	New Orleans	Richmond
	Houston	

Rural section—counties in:

Alabama	Florida
Louisiana	North Carolina
Texas	Mississippi

These problems relate, in the main, to the elementary school and findings of the committee will be a valuable contribution to the Study of Negro Education in those states supporting separate schools for the race.

The committee will report on some problem at each morning session of the Delegate Assembly.

A CONSTITUTIONAL CHANGE

Article 3, Section 6 to be amended so as to read: "Local, City, District and County Associations may become member associations and may be entitled to representation in the Delegate Assembly on the payment of \$5.00.

Chairman M. Grant Lucas of the Washington Committee has arrangements for the annual meeting of the National Association of Teachers in Colored Schools well in hand. Mr. Lucas is president of the Columbian Teachers Association and represented that organization at the N. E. A. meeting in Los Angeles, California, June 28-July 4. He is a life member of the N. E. A. and N. A. T. C. S. and has done much towards creating interest in this organization among Washington teachers.

Privileges of Life Membership in the National Association of Teachers in Colored Schools

1. Life members are members of the Delegate Assembly and have a right to participate in all deliberations of that assembly. The Delegate Assembly is the official governing body of the organization. Only members of the Delegate Assembly have a right to vote.

2. Life members are members of the General Council that formulates the policies of the organization.

3. Life members receive *The Bulletin* and all printed material of the Association for life.

One of the objectives of the Association is to secure five hundred life members during the year 1931-1932. The cost of life membership is only thirty (\$30.00) dollars and may be paid on the budget plan of five dollars per month. Schools and local organizations are urged to take a life membership for all of their earnest workers.

Officers of the N. A. T. C. S., 1930-31

President, Miss Fannie C. Williams, 1922 Louisiana Avenue, New Orleans, La.

1st Regional Vice President, Mrs. Anna M. P. Strong, 419 Louisiana St., Marianna, Ark.

2nd Regional Vice President, A. G. Dobbins, 900 8th Avenue, Birmingham, Ala.

3rd Regional Vice President, L. F. Palmer, Huntington High School, Newport News, Va.

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HOME ECONOMICS IN DIVISIONS 10-13 OF THE PUBLIC SCHOOLS OF WASHINGTON, D. C.

By JULIA W. SHAW

As Washington, D. C., was the first public school system to include home economics as a regular subject in its elementary schools, it may be of interest to comment on the early beginnings.

In December of 1887, a committee from the trustee board of the "Miner Fund for the Education of Colored Youth" in the District of Columbia conferred with the trustee board of the public schools of the District and offered to finance the introduction of sewing in the schools of divisions seven and eight as the divisions were then designated. The offer was accepted and an experienced teacher of sewing from Boston was engaged to come to Washington and start the work. In June of 1888 the trustees of the public schools were convinced that their effort was quite worth while and in September of 1888 two young women were appointed as sewing teachers.

The first teachers of cooking were trained under Mrs. Anna L. Woodbury, a sister of James Russell Lowell, who was head of the Mission School of Cookery in the District, and in 1887, two teachers were appointed to teach cooking. The work grew rapidly and soon two directors were appointed, one of Domestic Art, and one of Domestic Science.

Cooking classes were established in the seventh and eighth grades and sewing in the third, fourth, fifth, and sixth grades. A few girls from the high school and the normal school elected to take the work which was taught by the directors.

In 1901 the Armstrong Manual Training School was opened, offering work in food, clothing and millinery. A few years later work in domestic science was offered in the Dunbar High School, and again, a little later, the junior high schools were opened.

In 1909 a course preparing students for teaching home economics in the elementary schools was started in the Miner Normal School. About that same time a vocational school for boys and girls was opened.

In 1901 there were twelve teachers of domestic science and domestic art and two directors functioning in the public schools of the District. The teaching corps now numbers fifty teachers and one director.

Work in the Elementary Schools

Work in the third and fourth grades in sewing, as such, has been eliminated and the time allotment of forty-five minutes per week given to Industrial Arts. In these lower grades simple facts relating to food, clothing, and shelter are taught in connection with the class room projects.

In the fifth grades a study is made of the fundamental stitches, of the kind and nature of the four common textiles, and some simple, practical household articles, such as pot holders, needle books, aprons, button bags, etc., are made.

The work in the sixth grade is now designated as Household Arts. Here the work is centered in and around the home and the room or rooms used are fitted for this purpose. The house, as a home, is studied, each room separately and then as a unit. When the dining room is studied, its use, furniture, furnishings, and equipment are discussed and the necessary linen is made, mended, and studied. This same procedure is carried out for the kitchen, the bed room and the living room. The sewing machine is studied and used as it would be in a home. Stress is laid upon family relations, and such housekeeping as goes with this is taught. Helping mother is one of the aims of this work. The value and use of milk, fruit, and green vegetables is the aim of the food work in this grade. Mending and darning of clothes finds its place in the work of this grade, as do simple laundry work, child care, and emergencies. With this work, given by one teacher, in an atmosphere of home life as a background, we expect the girl to be ready to start the study of food and clothing, as such, when she enters the junior high school.

Work in the Junior High School

Although the work in the junior high school is supposed to be of an exploratory nature, food, clothing, and shelter is of such fundamental value in the life of every one, that some very definite courses are laid down and required of every girl. An effort is made, however, to discover any special ability and to encourage the same.

In the seventh grade of the junior high school, a study is made of the food necessary for growing children. Simple breakfasts and luncheons are studied, prepared and served. The necessary housekeeping is stressed as is also the growth, manufacture, composition, and food value of the foods handled.

The food needs of the family are studied in the eighth grade. Age, climate, occupation, etc., are considered in relation to the meal. Breakfasts, dinners, luncheons are planned, prepared, and served, with the cost and marketing of the same studied.

Home and family relationships, hygiene, thrift, having, budgeting are some of the topics studied in the ninth grade.

The cafeteria in each of the junior high schools offers an opportunity for the study of dietaries as well as the handling of material in large quantities, and the preparation of special dishes.

The work in sewing in the junior high school consists of a study of the fundamental stitches, the sewing machine, patterns and their application, textiles. Underwear, household linens, simple wash dresses are some of the articles made in the seventh

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NOTES ON PROGRESS IN NEGRO EDUCATION

The Bulletin is pleased to give a brief summary on the progress of Negro Education in several of the states. It is the aim of this periodical to give a summary of educational conditions in each state in the near future.

KENTUCKY

There are three definite developments in our Kentucky colored school service this year.

1. We have had a good school building year, with more good public school buildings under construction than ever before.

2. Our state college at Frankfort has qualified for state accrediting as an A grade senior college. This is our first A grade senior colored college in Kentucky.

3. Our high school situation has improved. We now have an average of one accredited high school for every two thousand colored children in school age, and they are so distributed as to serve seventy-eight per cent of all children enrolled in high schools and eighty-four per cent of all in the fourth year of high school. We were proud two years ago to report forty-nine per cent so served.

COUNTY COLORED SCHOOLS ARE RANKED FIRST IN MARYLAND

In October, 1929, the county colored elementary teaching staff of 728 members included 631, or 87 per cent, who had had a normal school education, or the equivalent, which entitled them to hold first grade certificates. This shows a remarkable improvement over conditions for the school years ending in June, 1920 and 1921, when fewer than one-third of the teachers had the desired training. The satisfactory preparation of the teachers is probably one factor which led Dr. B. C. Caldwell, field agent of the Jeanes Fund, to make the following statement at Nashville, Tennessee, in July, 1930:

"Going around with the county superintendents and seeing all of the teachers in Maryland in the counties outside of Baltimore, has led me to believe that Maryland has the best system of negro schools."

Since Dr. Caldwell is the only man in the United States who visits the elementary and secondary schools in all of the states having separate schools for colored children, his opinion is authoritative.

Elementary school attendance has increased from 17,648 for the school year ending in June, 1920, to 20,519 in 1930. The school session for county elementary schools increased from 145 days for the school year ending in June, 1920, to 167 in 1930. The 1922 legislature increased the required session to 8 months and it is encouraging to find that the colored elementary schools are now open on the average close to eight and one-half months.

While fewer than 1,000 colored boys and girls graduated from the elementary schools in 1923, the number of graduates in 1930 totalled over 1,700. On the other hand, the number of colored elementary

pupils who failed of promotion was 10,300 in 1923 and but 5,700 in 1930, a reduction of 4,600.

While only four counties had high schools during the school year ending in June, 1920, in the fall of 1930 all of the counties except two are offering their elementary school graduates opportunities for further education in high school. In the decade from 1920 to 1930 the colored high school enrollment in the counties grew from 187 to 1,953 and the attendance from 147 to 1,609. These figures exclude Baltimore County elementary graduates attending high school in Baltimore City at the expense of the county. The average length of session increased from 154 to 173 days. The colored high schools now have a school year close to nine months in length.

The Playground Athletic League arranges for the athletic events in colored schools and plans for the meets held in 20 counties in April and early May. The number who entered for track and field events in 1920—2,202—more than doubled in 1930—to 5,402. There were 209 dodge ball teams with 6,600 players. In the latter year, 209 girls from 11 counties played volley ball. Flag and run and catch relays interested 3,888 girls on 352 teams. The physical education program carried on by 494 colored teachers in 1930 is helping colored pupils to attain individual skill, to develop proper team and school spirit, and to become good losers as well as winners.

The number of county colored elementary schools has been reduced from 519 to 510 for the school years ending in June, 1920 to 1930. In the latter year there were 363 one-teacher colored schools, 59 fewer than in 1920. The consolidation program is beginning to affect the colored schools, and transportation of colored pupils was provided in 11 counties in 1930.

Of the rooms in use by the 801 colored teachers, 330, or over 40 per cent, are modern, having been built in the last decade, partly because of the stimulus of the Rosenwald Fund, which has totalled nearly \$100,000 for buildings.

Of 547 public school buildings housing colored children, 367, or over two-thirds, had parent-teacher associations. The parents of 6,225 colored children, over one-fifth of those enrolled, visited the schools some time during the school year ending in June, 1930.

In the fall of 1923, the colored normal school at Bowie established a two year normal course above the high school grades, with an enrollment of 15 students. In the fall of 1930 there are over 100 students enrolled in this professional course, so that Maryland is now training nearly one-third of the teachers needed to fill vacancies in the colored elementary schools. The State appropriation at Bowie has increased from \$10,000 in 1920 to \$42,200 in 1930. More than \$100,000 has been spent in buildings in the last decade, making the inventory over \$179,000.

(Continued on page 18)

A UNIT OF WORK—SWITZERLAND

By MRS. W. C. MAYER

GEOGRAPHY—GRADE III

I. Aims

A. General:

1. To give a sympathetic understanding of people in other countries and other localities to the end that world peace and human brotherhood may be promoted.
2. To develop an understanding of the location and character of the leading surface features of the earth in the varied relationships to human activities.
3. To guide the child to a realization that there is a relation between the geographic environment and the life of a people.
4. To create a true sympathetic understanding of other people of the world by building up a respect for their skill and an understanding of the reasons for their different habits and customs.
 - a. To show that the purpose of the work of people all over the world is the same, in that they must supply the needs of man, namely, food, clothing, shelter, tools, fuel, pleasure.
 - b. To show how the geographic features of a region and the kind of people control the manner in which they supply these needs.
 - c. To show how the geographical handicaps are overcome by their abilities.
5. To develop an understanding and appreciation of the interrelation and interdependence of the people of the world.
6. To promote skill in the collection, organization and use of facts, statistics and illustrative materials on subjects of natural, geographic and social interest.
7. To assist the child through the study of the physical environment to gain an appreciation of the beauty of nature.
8. To correct, extend, interpret and organize experience.
9. To enrich the child's consciousness, expand his field of imagination and refine his appreciation.
10. To aid in the clarification of ideas, to crystallize meaning which the child has discovered in his experience so that such meaning may be used in thinking.

B. Specific Aims:

1. To broaden the child's knowledge of the world of which he is an integral part through the study of Switzerland and its people.
2. To teach the region Switzerland in order to learn how the life of its people is determined by the region in which they live.
3. To guide the child to a realization of the difference and similarities of his home and that of the Swiss child.

4. To lead the child to learn about the industries and occupations of the Swiss people and discover how the geographical environment and natural resources have determined the type of occupations and industries in which they engage.
5. To lead the child to learn and appreciate the unusual engineering ability of the Swiss people.
6. To lead the child to discover why Switzerland is called the playground of the world.
7. To lead the child to understand the part Switzerland played in the World War and its connection with world history now.

C. Children's Aims:

1. To study the region of Switzerland and its people so that their knowledge of the world will be broadened.
2. To study the region of Switzerland in order to learn how the life of its people is determined by the region in which they live.
3. To learn the differences and similarities of their homes and that of the Swiss child.
4. To learn about the industries and occupations of the Swiss people and discover how the geographical environment and natural resources have determined the type of occupations in which they engage.
5. To learn why the Swiss people have developed such unusual engineering ability.
6. To discover why Switzerland is called the "Playground of the world."
7. To understand what connection Switzerland had to the World War and what part it is playing in the history of the world today.
8. To make some of the things which the Swiss people make and to have an exhibit of them.

II. Motivation and Initiation

- A. Pictures of people skiing and ice skating brought in by pupils as current events lead them to want to form a Travel Club and take an imaginary trip to Switzerland.

A. Preparation for Voyage:

1. Securing passports.
2. Obtaining passage and accommodation.
3. Selecting and preparing wardrobe and luggage.
4. Consulting train schedules and fares.

C. Trip to New York:

1. Taxi to Union Station.
2. Train.
3. Location of New York.
4. States passed through.
5. Arrival.
6. Crossing New York.
7. Boarding Liner.

D. Life on a Liner:

Here a diagram of a large ship was placed on the wall and the young travelers soon found their rooms and marked their names in the correct place to denote their reservations.

Life on a liner formed a most interesting lesson. We made a tour of the ship and made the following observations: State rooms, life saving boats and equipment; moving pictures; dining room; lounge rooms; swimming pools; hospital rooms; pool rooms; writing rooms; ball rooms; smoking rooms; decks; refrigerators; fire and wireless equipment; size of the ship; fuel (oil instead of coal); electricity; steel construction of ship, water tight compartments.

Sailing out of New York harbor with diaries and cameras in hand, we crossed the Great Atlantic, landed in France, and traveled across to Switzerland by train.

(Note) The following types of motivation were used continually in the working out of the unit.

E. Current Events:

1. Touring in the Alps by Ski.
2. Royal Hikers in the Swiss Alps.
3. The Champion takes wing.
4. The wonders of a Swiss winter.

F. Visual Education:

1. Pictures, in texts, magazines, newspapers, mounted and placed on picture screen.
2. Stereoptican slides.

G. Classroom Library:

1. Books on Switzerland—for research.
2. Recreational reading—reading.
3. Maps, information folders and booklets.

H. Bulletin Board:

1. Winter sports scenes.
2. Current events.
3. Swiss winter scenes.

I. Objects:

1. Swiss lace scarfs.
2. Swiss silk and Swiss crepe de chine.
3. Swiss cheese.
4. Swiss chalet.
5. Swiss handmade, gold watch (over 100 years old).
6. Swiss money—half franc.
7. Swiss chocolate candy.
8. Chamois.
9. Pair of skiis.
10. An Alpenstock.
11. Paid of ice skates and ice shoes.
12. Sled.
13. Golf clubs.
14. Tennis racket.
15. Swiss posters.

III. Problems

A. Major:

1. How have the people of Switzerland adapted themselves to their environment and have adapted their environment to them?

B. Minor:

1. Where is Switzerland located?
2. What kind of climate does Switzerland have?
3. What natural features does Switzerland have?
4. In what kind of homes do the Swiss people live?
5. What do the Swiss people look like?
 - a. What kind of people are they?
 - b. How are they distributed in Switzerland?
 - c. How do they dress?
6. What kind of language do the Swiss people speak?
7. What do the Swiss people do for a livelihood?
8. What kind of animal life do we find in Switzerland and for what are they used?
9. What kind of plants are there in Switzerland?
10. What are some of the things for which Switzerland is noted?
11. What do the Swiss people export? Why?
12. What do the Swiss people import? Why?
13. How do the people in Switzerland travel?
14. Why have they become the world's greatest engineers?
15. What are Switzerland's most outstanding cities and why?
16. What natural features of Switzerland promote the progress?
17. What natural features of Switzerland hinder the progress of the people?
18. How are the Swiss children educated?
19. How do the Swiss people amuse themselves?
20. Why is Switzerland called the "Playground of the World?"
21. How does the environment of Switzerland affect its government?
22. What part did Switzerland play in the World War?
23. In what ways do the lives of the Swiss people resemble our lives? In what ways do they differ?

IV. Knowledge and Information

A. Method of Travel:

1. By taxi to Union Station and across New York.
2. By train to New York, the railroad line traveling on.
3. Rates (of train and liner).
4. Time (of train and liner).

Pupils use maps and time-tables and information folders for help in securing this information.

B. Position and Location of Switzerland:

1. Continent (central location).
2. Boundaries.
3. Zone.

C. Climate and Weather.

1. Temperature.
2. Wind.
3. Rainfall.
4. Snow.

D. Natural Features:

1. Mountains.
2. Valleys.
3. Great Swiss Plateau.
4. Glaciers.
5. Rivers.
6. Lakes.

E. The Swiss Home:

1. Chalet.
2. Mountaineer's huts—style, materials, furnishings.
3. Farmhouse.
4. Castles (used in Middle Ages).

F. The Swiss People:

1. Distribution—factors influencing.
2. Kind—German, French, Italian.
3. Classes—Upper, Middle, Peasants.
4. Appearance.
5. Dress—Former types, modern types.
6. Language—German, French, Italian.

G. Occupations and Industries:

1. Farming.
2. Cattle raising.
3. Dairying.
4. Lumbering.
5. Mining.
6. Guiding.
7. Fishing.
8. Candy making.
9. Silk making.
10. Lace making.
11. Spinning.
12. Weaving.
13. Watch and clock making.
14. Embroidering.
15. Glassware painting.
16. Pottery making.
17. Toy making.
17. Wood-carving.
19. Hotel business.
20. Leather industry.

H. Native Animal Life:

1. Kinds—
 - a. Wild: Foxes, Bears, Wild Goats, Hares, Marmots.
 - b. Domestic: Cows, Horses, Chamois, Pigs, Dogs, Goats, Sheep.
2. Homes of.
3. Uses of
 - a. Skins.
 - b. Hides.
 - c. Food.
 - d. Burden bearers.
 - e. Means of transportation.

I. Native Plant Life:

1. Alpine flowers.
 - a. Roses.
 - b. Forget-me-nots.
 - c. Violets.
 - d. Pinks.
 - e. Orchids.
 - f. Lillies.
 - g. Daffodils.
 - h. Asters.
 - i. Crocus.
 - j. Rhodendendras.
2. Medical plants.
 - a. Arnica.
 - b. Gentian.
3. Fruits.
 - a. Apples.
 - b. Pears.
 - c. Cherries.
 - d. Grapes.
 - e. Strawberries.
4. Vegetables.
 - a. Potatoes.
 - b. Corn.
 - c. Beets.
5. Cereals.
 - Oats, rye, maize, barley.

J. Exports and Imports:

1. Exports.
 - a. Cheese.
 - b. Condensed milk.
 - c. Chocolates.
 - d. Watches—Clocks.
 - e. Guns.
 - f. Musical instruments.
 - g. Machinery—electrical and hardware products.
 - h. Cereals.
 - i. Glassware.
 - j. Silks and other textiles.
 - k. Leather goods.
2. Imports.
 - a. Food.
 - (1) Vegetables.
 - (2) Fruits.
 - b. Lumber.
 - c. Coal.
 - d. Tobacco.
 - e. Cotton and linen.

K. Transportation Facilities.

1. Land.
 - a. Busses—automobiles.
 - b. Railway.
2. Rivers and lakes.
 - a. Boats.

L. Engineering Feats:

1. Railroads.
2. Tunnels.
3. Bridges.
4. Reservoirs.

(Continued on page 22)

NOTES ON PROGRESS IN NEGRO EDUCATION (Continued from Page 14)

MISSISSIPPI

1. Bulletin No. 61 describes a state-wide study of the status of teacher-training in Mississippi for the colored teachers, and also offers a state-wide program of better training for the Negroes of the state.

2. At the present time there is being made a study of Alcorn College, Alcorn, Mississippi, with a view to reorganization of this institution for more effective work, particularly with reference to the training of teachers. This study is being conducted by the State Department of Education, and by the Division of Surveys and Field Studies, Peabody College, Nashville, Tennessee.

3. Alcorn College, Alcorn, Mississippi, has just completed a \$300,000 building program, comprising a new science building, a girls' dormitory, an administration building, and a new power plant.

4. The State Department of Education, during the past two years, has made a special effort toward the development of the private schools and colleges for Negroes—especially those that seem to be destined to render service to the state. They are cooperating most willingly with the state authorities and it is believed that a very fortunate relationship has been established.

5. The development of county training schools has gone forward during the past three years. The total number now is 36.

6. The Jeanes program of supervision has been studied carefully during the present year with a view to strengthening this phase of the work. It is felt now that the Jeanes program is on a better basis than ever before.

7. The Rosenwald building program has gone forward in a satisfactory manner, in view of the economic depression.

8. The State Board for Vocational Education, with the cooperation of the Julius Rosenwald Fund, has put on a full-time shop supervisor for the vocational departments in colored schools. This work has given considerable impetus to the vocational program.

9. The reorganization of the Division of Negro Education of the State Department of Education now provides that one man will give his full time to the development of elementary schools and an elementary school program.

These constitute the matters of the most significance to the program of Negro education in Mississippi during the past three years.

MISSOURI IMPROVES EDUCATIONAL OPPORTUNITIES FOR NEGROES

An Act of the Fifty-Fifth General Assembly of the State of Missouri, passed during the closing session, appropriating funds for educational purposes, provides for \$750.00 for each elementary school unit and \$1,000.00 for each high school unit.

This provision which affects both white and colored schools alike guarantees a minimum term of eight months to each school in a district. Negro elementary schools that formerly held sessions less than eight months due to poor districts will now be given a minimum term of eight months.

The Act further provides for tuition and transportation of pupils when residing in districts not maintaining a school as separate for Negro children.

In that separate schools are maintained for Negro youths, the State of Missouri now pays tuition of students in schools of neighboring states when such students are pursuing courses offered at the Missouri State University, but not offered at Lincoln University, the state school of higher education for Negroes.

NORTH CAROLINA

To speak of progress in education in a period of depression like this may remind us of the story of the boy in the dark who "whistled to keep his courage up." However, the people of North Carolina for thirty years have been making progress in education. For the past decade this progress has been accelerated far beyond anything the state has known. And the people have gotten into the habit of THINKING about education, TALKING about education, and it may be said with becoming modesty, they have DONE something about education for ALL the children of the state. Not enough has been done, to be sure, especially for the Negro children, nor for the rural white children. But the HABIT of building school houses, of training teachers and of sending the children to school has become fixed in the minds and hearts of North Carolina people. And a good habit formed by a whole people, like a bad habit formed by an individual, is hard to break. Therefore, may we conclude, in the very beginning of this discussion, that while there may be some hesitation or slowing-up of speed in this period of world-wide adjustment, there will not and must not be any slackening of interest and effort to keep the children in school.

It will be proper to remember some of the substantial progress that has been made in the last ten years:

1. Elementary Schools. This progress has been made in the building of more than 800 Rosenwald schools, costing more than \$5,000,000.00, and containing 2,487 class rooms, sufficient to accommodate 111,915 children; in training thousands of teachers above high school levels; in providing supervisors for nearly 70 per cent of the rural schools, and making a beginning in transportation. It is significant that \$3,500.00 of the cost of the 800 Rosenwald schools was appropriated by the public school officials and the county commissioners. Approximately \$700,000 each was contributed by the Negroes and Mr. Rosenwald—a smaller amount in direct contributions by white people. It is noteworthy that the Jeanes Supervisors in forty-two counties,

(Continued on page 25)

THE FUNCTION OF A DIVISION OF EDUCATION WITHIN A COLLEGE

By HARRY W. GREENE

Introduction

Teaching is rapidly becoming a respectable and extremely important profession. As a profession it has an organized body of knowledge (like medicine, law, theology, engineering, etc.) which is set apart as adequate for the training of workers for the field. The profession of teaching in increasing emphasis rests its claim on a scientific basis, and like other life callings, makes use of laboratories for testing and experimentation and requires practice and a period of apprenticeship before the novice is finally certified for public service. The idea of the professionalization of teaching is even making some progress in the upper levels of college and university instruction. Moreover, educational experts in the main accept the philosophy that it were better to teach the child with the subject rather than teach the subject to the child. The former presupposes an interdependent relationship between the subject and child involving a thorough-going consideration of the capacities and interests of the learner. The latter sets up a relationship of negative independence. In this regard the subject exists not because of the pupil but in spite of him, and often a vicious dualism insues. The subject does something TO the child, but rarely can the youngster do anything WITH the subject. Hence, the obvious need of the professionalization of teaching.

I. Institutions for the Training of Teachers

As hinted above teachers were trained by the wholesale in those unprofessional or professional schools called Liberal Arts Colleges. There is much diverse opinion as to whether they were better trained in segregated normal schools and teachers colleges. There is, however, a deal of expert opinion to the effect that a college or university creates fine atmosphere for the teacher-in-training and the educator-to-be in somewhat the same manner as it does for those in preparation for law, ministry, medicine, social work, and other reputable professions. If teachers are to be trained under the direction and influence of so called liberal colleges an intricate problem demanding serious study presents itself with all its baffling implications.

The Problem

A college such as is maintained by many of our states has a dual function. It must prepare all its students for a vocational and extra-vocational life. Through the agency of several professional (vocational) divisions of which education is one, it hopes to serve effectively these vocational needs. But this is not all. The modern college of the kind under study must direct the student through a series of courses so as to enable him to enter upon the study of law, medicine, and other professional branches of knowledge. Such a program demands an adequate

general curriculum presumably to meet the needs of citizenship which is extra-vocational; and within this broad curricular pattern there must be certain special curricula which are sufficiently differentiated as to satisfy the requirements of the particular vocation, but must operate not as an isolated unit, but an integral part of a large organic unit known as the college, the educational institution. Probably the most difficult aspect of the problem is not the program of studies, but the agency through which the program is executed—the teaching personnel. This is where the problem of a professional division of education within a college is most acute. When one teaches English, agriculture, history, home economics to a student, one is said to be teaching English et certera, but when one teaches how to teach these various subjects to elementary and high school pupils, one is then teaching education. One is training students to become specialists in the teaching of certain high school subjects. The problem reduces itself to this statement: How many instructors trained in graduate schools of the great universities make the professional approach presumably needed to insure a reasonable amount of success toward the solution of this problem?

The broad and general implications of the whole problem take this form:

How many divisions of education (behaving somewhat like a college or school of education) function within the organization of a liberal college without developing an undue individuality which may render it an isolated division of the organic unit expressed in the term "college" or institution, but sufficiently specialized in purpose and interest as to insure the highest possible degree of teacher-training efficiency?

It is the specific intention of this article to formulate an outline for a program of procedure which may answer the questions raised in the foregoing paragraph in a manner more satisfactory and effective to the hopes and ambitions of college administrators and faculties. The reader must fully realize, however, that the plan of procedure as herein outlined is merely suggestive and is in no sense intended to be a *sine qua non* in the field of the professional education of teachers.

The Sources of Material*

The materials which have guided the writer in his reflective inquiry into the field of the problem can be found in places more or less regarded as authoritative, since the studies underlying the sources are the results of application of scientific method of investigation and research, and from the pens of men, who because of their long and painstaking attention to problems affecting the subject

*See list of references at end of article.

present fresh and ripe opinions which may be considered expert. The writer, as may be expected, is himself a specialist in the field of the problem and of course has been influenced a bit by his own individual studies and direct experience with phases touching the high spots in the field.

In order that the problem might be attached with all enlightened information possible it seems profitable to indicate certain phases of the work which are calculated to present a general picture of the present status of education within one typical college.

1. The official designation of this college unit of instruction is department of education. The unit is essentially different from the academic departments of instruction such as English, sociology, economics, chemistry, German, biology, and other subjects. It is different (a) in that it acts as a college or school of education awarding (in cooperation with other academic and vocational departments) two degrees: one, the Bachelor of Arts in education granted to students in preparation for the work of the elementary teaching; another, the Bachelor of Science in education, which is received by students who have prepared themselves for teaching in the high school. It is different from the above named departments in that (b) it offers more courses than any single instructional unit. There are listed in the current catalog of this college thirty-three (33) semester courses in education, twenty-two (22) of which are offered in cooperation with academic departments and other vocational departments. (c) The department of education operates as units for experimentation, testing, controlled observation and participation in teaching both a teacher-training high school and model elementary school. There are seven regularly employed full-time and five part-time teachers. Some of these teachers serve as special supervisors of the teachers-in-training within the limits of their (the special supervisors) respective departments. A university trained teacher with special preparation in her field is employed as critic teacher in charge of directed teaching in all grades (six) of the elementary school.

The Department of Education, now under study, must depend on the academic and other departments of the College for professionalizing the subject matter which teachers-in-training must pursue. There is much evidence at hand that all the departments do not conceive of this attempt at professionalization as a part of the function of their respective units. Moreover, only a very few teachers on a College staff have made special study of the teaching of their subjects for the work in the Elementary and Secondary Schools.

But this is not peculiar to any one college, but in a very large way to the American Liberal College. The prevailing opinion within the personnel staff of our Standard colleges is to the effect that mere mastery of the subject is adequate insurance for the mastery of method and technique. Academicalization is rather to be chosen than professionalization in our present modern College.

In working out suggestive ways by which the problem of a Division of Education within a College might be solved in the light of modern tendencies, the present writer will first project a tentative program, outlining major objectives and probable methods of procedure in the realization of these objectives, keeping clear in mind certain conditions and opportunities inherent in, and peculiar to, the "Average" Negro College. After the provisional program and organization have been set up here will then be sketched an outline tending to show how the unit of professional Education may be so related to the several departments of instruction as to achieve a high degree of coordination and institutional integrity. Along with the program there will also be set up some elements which vary in slight degrees from the present college policy and practice.

The Organization

In a Division of Education functioning in a modern sense as a college or school for the professional preparation of teachers, the following minimum demands should be met if proper coordination and integration are to be even approximated.

Three departments of this division would be necessary involving a I Department of instruction including a professionally trained staff of teachers giving instruction in the subjects of methods of teaching in Elementary and Secondary schools, An Introduction to Education, Educational Psychology, Educational Measurements, Philosophy of Education, Elementary Educational Research, Elementary Statistics, Mental Hygiene, History of Education, Educational Sociology, Rural Education, School Administration, Supervision of Elementary Schools. In addition to these courses, instruction should be given in special methods of teaching. II Department of Directed Teaching including: (a) Instructors in charge of the work of coordinating theory of teaching with practice. In this Division there should be a teacher in each field of instruction designated, *exempli gratia*, as professor (or instructor) of the teaching of English, Social Studies, Natural Sciences et cetera. These special teachers should give special method courses in the college, teach one or two courses in the College laboratory High School, and act as special directors of all student teaching in the respective fields.

A Proposed Program

The program as herein proposed, does not represent in its general outline and implications anything resembling a novel scheme or educational innovation. While it is admittedly a slight deviation from present academic policies relating to the function of professional Education within the College. Only a practical view is taken by the present writer, and it is supported in the main by men sober and sane in matters educational who are in a large measure responsible for our present institutional progress.

(Continued on page 24)

HOME ECONOMICS IN DIVISION 10-13 OF THE PUBLIC HEALTH SCHOOLS OF WASHINGTON (Continued from Page 13)

and eighth grades. In the ninth grade more intricate garments with their appropriate style, color, trimmings, etc., are studied.

The Work in the Senior High School

The work in the high school, tenth, eleventh, and twelfth grades, is being reorganized and standardized. Costume design, millinery, child study, family relationships, budgeting, meal work, preservation of foods, are some of the units of work being studied. An apartment consisting of bedroom, kitchen, dining room, living room, in addition to two laboratory kitchens and four sewing rooms, is the equipment for home economics in the high school. All of the home economics work is being done in the Armstrong High School, the work in the Dunbar High School being discontinued. This is regretted very deeply, for it is believed that every high school girl should have some of this training. A class in cafeteria management is being operated in the high school.

The Margaret Murray Washington Vocational School

With a well equipped building, a splendid corps of teachers, and a course of study well on the way to standardization, the Washington Vocational School for Girls is making itself felt in the educational circles of Washington. Plain sewing, dress-making, millinery, arts and crafts work, cleaning and dyeing, personal hygiene including manicuring and shampooing, laundry work, food work, tailoring, cafeteria and tea room service, with all the necessary academic work, is the curriculum. A sixth grade education is required for admission.

All girls are required to take food and clothing work as an aid to their business efficiency, in addition to their trade. The courses are of three years' duration.

An apartment, appropriately and tastefully furnished, presents an ideal to the girl as well as gives her training in the care and operation of the same. A well equipped food laboratory gives an opportunity for cooking in various size quantities. The cafeteria is operated for the students of the building, although many of the surrounding elementary schools patronize it. A tea room in which teachers and many outsiders eat their lunch gives the girl specializing in this particular work an excellent opportunity for practice.

Much interest is shown in the shampooing and manicuring, and the development of pride in personal appearance is as worth while as the trade aspect.

Placement and follow up work is part of the scheme. Another valuable outgrowth is the fact that many girls find themselves through this work, realize the educational side, and, after graduation, go to night school or go on to get their high school diploma.

Since the change of the Miner Normal School to the Miner College, the course in home economics has been eliminated. Stress there is being laid on Industrial Arts which, in the next few years, will take the place of the Household Arts in the elementary schools.

THE FORTHCOMING CONVENTION OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS (Continued from Page 6)

\$75,552,984.00. S. W. Rutherford, founder, and for 32 years President, recently resigned from the head of this institution that does much credit to our race. Visit the National Benefit, 609 F. St., N. W.

The banks, Prudential, Fla. Ave., between 7 and 8 N. W., and Industrial, corner of 11th and U. Sts., N. W., take care of a large amount of business in Washington. In a long period of years these banks have commanded the confidence and respect of the business world and are creditable monuments to the race's industry, progressiveness and thrift.

The Fair, a department store, is operated through a board of directors some of whom are of our race. They employ colored sales-ladies, and offer profits to our race in the matter of sharing in the dividends of the concern. It should be seen and patronized by visitors when in Washington.

Washington churches are supplied with a fine type of ministry. The Bureau of Information at the convention will be in position to give lists of various churches of all denominations with their locations.

In such a great and wonderful place as the capital city of the greatest nation on the globe, it is hard to point out the best things to see. They are numerous. Time is short. But it is hoped that this summary will serve as a rough guide to a few objectives that will more than repay anyone for a trip to Washington, be it even from the remotest parts of the land. The hosts gather not so much as visitors; for great or small, everyone is a shareholder in the ownership of this wonderful city. A visit to Washington affords boundless facilities for study in many lines and on many topics, to be taken back to classrooms, enlightening and broadening the student in larger units of national affairs.

The special campaign for the securing of funds to pay off all indebtedness of the Association is meeting with gratifying success. It is essential that at least two thousand dollars be secured by July 31, so as to place the Association in a position to continue its work of investigation and study of problems affecting the education of Negro youth. A special appeal has been sent out from the Executive Secretary's office asking for contributions of ten dollars or less to reach the goal set. All friends of the Association are urged to send a contribution and thus help in this most important matter. Mr. Leo M. Farvot has offered to give twenty-five (\$25.00) dollars provided a sufficient number of other persons will contribute amounts sufficient to clear the Association debt. This is a challenge that should be accepted at once.

A UNIT OF WORK—SWITZERLAND

(Continued from Page 17)

M. Outstanding Cities:

1. Geneva—importance to world.
2. Lousanne.
3. Zurick.
4. St. Moritz—center of sports activities.
5. Lucerne—tourists center.
6. Neuchatel.
7. Fribowing.
8. Berne—Capital of Switzerland.
9. Unterwalden.

N. Education:

1. Seat of world's education.
2. Compulsory, liberal education.
3. Excellent schools and teachers.
4. Six world famous universities.

O. Amusements and Sports:

1. Winter activities
 - Skiing.
 - Tobogganing.
 - Ice skating.
 - Ice boat sailing.
 - Hockey and other ice games.
 - Ice festivals.
2. Summer activities
 - Mountain climbing.
 - Swimming.
 - Golf.
 - Tennis.
 - Rifle shooting.
 - Wrestling.
 - Singing and dancing.
 - Touring.
 - Summer festivals.

P. Government of Switzerland:

1. Executive branch—President and Federal Council.
2. Legislative branch—National Council elected by the people.
3. Twenty-two cantons (states).
4. Swiss flag.

Q. Switzerland's Part in World War:

1. Neutral country.
2. Seat of World's Peace Conferences.

V. Correlations

A. Language:

1. Oral English.
 - a. Discussion.
- b. Picture study.
 - c. Oral stories and reports.
 - d. Reading.
 - e. Dramatization of play (written by teacher but based on the pupils' discussions).
2. Written English.
 - a. Composition.
 - b. Dictation.

- c. Original stories and poems.
- d. Letter and invitation writing.
- e. True—false tests.
- f. Completion tests.
- g. Elliptical sentences.

B. Literature:

1. Prisoner of Chillon—G. G. Byron.
2. The Monk of St. Bernard—F. V. V. Villes.
3. Mountain Climbing with John Muir—Readings in Literature, p. 89—Dyer.

C. Reading:

1. Three Languages, p. 101—Progressive.
2. Arnold and the Magic Flower, p. 9—New Barnes.
3. William Tell, p. 123—New Merrill.
4. A land of Mountains, p. 79—Edson Laing.
5. Arnold Von Winkelried, p. 66—Baldwin.
6. A Little Swiss Girl, p. 77—Edson Laing.
7. The Lion of Lucerne, p. 92—Edson Laing.
8. A Hero of Switzerland, p. 95—Edson Laing.
9. The St. Bernard Dog, p. 42—Learn to Study Readers.
10. Sunrise, p. 64—Silent Reading Hour, Book 3.
11. Moni, the Goat Boy, p. 137—Bobbs Merrill.
12. A Story to Name, p. 180—Bobbs Merrill.
13. Casper, the Snow King, p. 27—Child's Library Reader.
14. The Swiss Mountain, p. 61—Stone's Silent Reader, Book 4.

Note: Some of these reading lessons may be used as stories for enjoyment and appreciation, to be read or told to the children by the teacher.

D. Spelling:

Switzerland	Loom
Canton	Skiing
Mountains	Peasant
St. Bernard	Tourists
Glacier	Guide
Berne	Porcelain
Herdsmen	Tunnel
Chalet	Alps

E. Number:

1. Problems which have direct bearing on the unit as:
 - a. Railroad and steamship rates.
 - b. Taxi rates.
 - c. Buying necessary clothing and luggage.
 - d. Measuring in making scenery for play for art work during work period.

F. Physical Culture:

1. Swiss May Dance—Chalir, 49, Vol. 1.

G. Music:

1. Swiss National Anthem.
2. Swiss Shepherd's Song—p. 34, Music Hour.
3. Swiss Echo Song—p. 109, Music Hour.

(Continued on page 26)

**TENTATIVE PROGRAM OF THE WASHINGTON
MEETING OF THE NATIONAL ASSOCIA-
TION OF TEACHERS IN COLORED
SCHOOLS, JULY 28-31, 1931**

(Continued from Page 5)

**National Association of Teachers in Colored Schools
Howard University, Friday, July 30**

11:00 A. M.—Second report of the Research and Study Committee.

- a. "Pupil Promotion in Elementary Schools," Miss M. L. Scarlett, Greensboro, N. C.
- b. "Training of Teachers for Rural Elementary Schools," Mr. B. F. Bullock, Manual Training School, Bordentown, N. J.
- c. "Social Service Work as a Career," Mr. Forrester B. Washington, Director, Atlanta School of Social Work, Atlanta, Ga.

**National Association of Teachers in Colored Schools
Howard University, Friday, July 30**

2:00 P. M.

- a. Address—Dr. H. E. Barnard, Director, White House Conference on Child Health and Protection, Washington, D. C.
- b. "State Programs for Improving Instruction Through Summer School and Extension Courses," President H. Council Trenholm, State Teachers College, Montgomery, Ala.

National Association of Teachers in Colored Schools

Friday, July 30

Musicales.

Reception—Under the direction of the teachers of the Columbian Education Association.

Departmental meetings will be held Wednesday, Thursday, and Friday mornings from 10:00 to 11:50 o'clock.

OFFICERS OF THE N. A. T. C. S., 1930-1931

(Continued from Page 12)

KENTUCKY:

L. N. Taylor, State Department of Education, Frankfort.

LOUISIANA:

A. C. Lewis, State Department of Education, Baton Rouge.

MARYLAND:

J. W. Huffington, State Department of Education, Baltimore.

MISSISSIPPI:

P. H. Easom, State Department of Education, Jackson.

MISSOURI:

Linneer H. Bryant, State Department of Education, Jefferson City.

NORTH CAROLINA:

N. C. Newbold, State Department of Education, Raleigh.

OKLAHOMA:

E. A. Duke, State Department of Education, Oklahoma City.

SOUTH CAROLINA:

J. B. Felton, State Department of Education, Columbia.

TENNESSEE:

Dudley Tanner, State Department of Education, Nashville.

TEXAS:

L. W. Rogers, State Department of Education, Austin.

VIRGINIA:

W. D. Gresham, State Department of Education, Richmond.

Executive Committee

Miss Fannie C. Williams, President.

M. H. Griffin, Treasurer.

M. W. Johnson, Chairman of General Council.

N. B. Young, Chairman Trustee Board.

W. A. Robinson.

Wm. W. Sanders, Executive Secretary.

Chairmen of Departments

Trades and Vocational Department—Mr. F. F. Sims, 2353 Chestnut St., St. Louis, Mo.

Department of School Supervision—Dr. W. T. B. Williams, Tuskegee Institute, Alabama.

Department of High School Education—Pres. H. C. Trenholm, State Teachers College, Montgomery, Ala.

Department of Rural Education—Mr. Leonard Barnett, Washington High School, London, W. Va.

Department of Agricultural Education—Mr. B. F. Bullock, Manual Training School, Bordentown, N. J.

Department of Health Education—Mr. F. Rivers Barnwell, 616 Littlefield Building, Austin, Texas.

Department of Elementary Education—Mr. W. M. Cooper, Hampton Institute, Hampton, Va.

Department of College Education—Pres. F. D. Bluford, A. & T. College, Greensboro, N. C.

Department of Home Economics—Mrs. Dorothy Inborden Miller, West Virginia State College, Institute, W. Va.

Our Contributors

James O. Lucas, teacher, Smothers School, Washington, D. C.

Elizabeth Daugherty Atkins, teacher, John F. Cook School, Washington, D. C.

Julia W. Shaw, Director of Household Arts, Washington, D. C.

Lillian E. Tanner, auditorium teacher, John T. Cook School, Washington, D. C.

Gloria Osborne, nine years of age, 5B Grade, 766 Fairmont St., N. W., Washington, D. C.

Harry W. Greene, head of Division of Education, West Virginia State College, Institute, W. Va.

W. C. Mayer, Director Primary Department, Miner Normal School, Washington, D. C.

THE FUNCTION OF A DIVISION OF EDUCATION WITHIN A COLLEGE

(Continued from Page 20)

Major Objectives of the Division of Education

It should be the main aim of this Division to provide (1) professional curricula adequate for the efficient training of elementary and high school teachers, principals and supervisors of schools, in accordance with the regulations set up by the State Department of Education and in response to the other needs of the child which scientific investigation and educational research may from time to time lay bare; (2) such course offerings within the curricula may insure success in the effort to provide students, who are not looking forward to teaching as a vocation, with a basic and liberal understanding of the present great movements in education throughout the country; (3) quite another significant aim should be to carry on a program of investigation and research into problems directly affecting (a) intra-departmental and (b) extra-departmental work which might be of educational value both to the Department and the whole institution of which it is an integral part, while (c) also devoting some attention to extra-mural phases that may in some small degree extend the boundaries of the present knowledge in the field of the work and professional preparation of teachers for public service.

Such a projected program as suggested above would include very definitely not only pre-service phases of the professional education of teachers, but in-service phases as well. Since education as interpreted by our present educational philosophy does not cease with graduation, a Division of Education in a modern College keen and sensitive to the demands of its job, will provide, as adequately and efficiently as possible, for teachers-in-service along with teachers-in-training. While the present writer senses the importance of extension service, he thinks that all care should be exercised lest the educational efficiency of the work at the college itself be endangered.

The High School as maintained by the college is a laboratory for the Division of Education for the purposes of Directed Teaching, controlled observation, experimentation and research. The High School is an integral part of the general organization of the Division of Education within the College and the general policies governing it should be worked out by this unit in conjunction with the general administrative body of the institution. (b) The Model Elementary School. This unit serves the needs for directed teaching, controlled observation, investigation, and research in the elementary field. The critic teacher should give full time to the problem of directing teachers-in-training, working effectively with the regular class-room teachers so that the pupils may receive the larger benefits of good teaching while simultaneously the teachers-in-training are receiving proper direction in the ways of teaching. The Department should only recommend for student-

teaching such students as give evidence by scholarship and personality that they may become effective teachers.

III. Department of Research and Educational Service. (a) This department would be responsible for investigations and research to be undertaken by the Division of Education as a whole. It would also correlate some of its work with the committee on Student Personnel of the College, so as to be of no ordinary service to the entire institution in presenting general pictures of Educational, Social, and Economic Backgrounds of the Students.

(b) This department should assume as a part of its work the task of teacher-placement or educational service—assisting the “neophytes” in getting started in their profession.

Degrees Granted for the Completion of Majors in the Division of Education

The Division of Education should recommend to the general College faculty for degrees such persons who have satisfied the requirements as outlined in the College Catalog, subject to the regulations governing the conferring of degrees. Two degrees should be conferred. The Bachelor of Arts in Education or equivalent degree for such candidates who complete the curriculum prescribed for the training of Elementary school teachers and satisfy all other requirements; Bachelor of Science in Education for those majoring in Secondary Education with view to teaching in high schools.

The Division of Education should also include into the field of the degree of B. S. in Education major courses for the professional Education of Principals and Supervisors of High Schools.

The next major effort is to find some sort of solution to the problem of coordination of the several departmental units within the Division of Education which might enable the unit to stand a certain required individuality, but at the same time to tie itself up in general purpose and perspective, with all departmental units contributing to its aims and ambitions.

In attacking this problem the basic assumption is that there is in actual practice if not in theory a college within the college or institution commonly recognized and so designated as “Liberal Arts and Sciences,” and that other academic and vocational units are offshots or branches of it. In some colleges the college or school of arts and sciences functions separately under the direction of a separate dean and faculty. This paper assumes that such segregation is harmful to the ideal of complete institutional integrity.

As devices and methods tending toward the solution of the problem so stated the following are offered as suggestions and recommendations:

1. That the college (Arts and Sciences) cooperate as a service agency for the division of education.

(Continued on page 28)

NOTES ON PROGRESS IN NEGRO EDUCATION

(Continued from Page 18)

where nearly three-fourths of the Negro children live, have developed very excellent programs of organization and supervision, including worthwhile testing programs, libraries, group conferences for teachers and committeemen, working parent-teacher associations, more normal and regular promotions from grade to grade and less of retardation. Thus the elementary public schools, in supervised counties particularly, are developing efficient, well organized systems, fully in line with the best organized systems of rural elementary schools anywhere.

Reports for 1928-29 showed that there were 388 libraries with a total number of 91,499 volumes. In 1929-30, 91 additional libraries were added with a total of 14,742 volumes.

The State Parent-Teacher Association has grown in membership from 10,117 in 1927 to 17,180 in 1929. The total amount of money reported from these associations from 1927 to 1929 is \$160,204. This money was used for various kinds of school improvement programs.

2. High Schools for Negroes. Of the first eleven high schools accredited in 1918-19, 7 were connected with private and 4 with state supported institutions of higher learning. In 1929-30 there were 68 public accredited high schools and 20 private accredited high schools. At the close of the school year 1931, 12 additional accredited high schools have been added, making a total of such schools now in the State even 100. Enrollments in accredited high schools have grown from 2793 in 1922-23 to 15,370 in 1930. Two-thirds of the accredited high schools in 1922-23 were private. In 1929-30, 77.2 per cent were public. The number of teachers employed in high schools has increased from 222 in 1922-23 to 774 in 1929-30. Graduates from accredited high schools have increased from 270 in 1922-23 to 2167 in 1929-30. In eight years (1923-1930) there have been 11,316 graduates from all Negro high schools with 10,652 of these from accredited high schools only.

3. Institutions of Higher Learning. At the present time there are thirteen institutions of college rank. Five of these are supported by public funds and eight are maintained by private funds. All of these institutions are of standard grade so far as certification of teachers by the Department of Education is concerned. Two of them are standard normal schools. Three are standard junior colleges and the other eight are four-year "A" colleges. Three of them are public and five private. All of these institutions have made tremendous strides in the development of their plants and in the enrollment of students. More than four million dollars have been spent by the State of North Carolina upon the state institutions, that is, in developing the plants and in operation within the past ten years. Marked improvements have also been made in the plants of private colleges, particularly at Johnson C. Smith University, Livingstone College, St. Augus-

tine's College, and very great development is planned at Bennett College for Women. Kittrell College has also added two excellent new buildings in recent years. Further developments are planned at the State Normal School, Fayetteville, where two buildings are to be erected to cost \$135,000.

Enrollment in Colleges

	Public	Private	Total
1923-24.....	137	342	479
1926-27.....	541	760	1301
1929-30.....	1320	1225	2545
1930-31.....	1378	1271	2649

4. Teachers. During the past ten years the number of Negro teachers has increased from 3,884 to 6,177, or a net gain of 2,293. Within the same period the teaching group has changed from 45.78 per cent standard (i. e., high school graduation or the equivalent) to 83 per cent in 1930. In other words, ten years ago more than half the Negro teachers were below the level of high school graduation, but today less than one-fifth are of this type. Among the teachers employed 1928-29 there were approximately as many teachers with two or more years of college training as in the teaching corps for 1919-20. The number of teachers with two or more years of college training has increased since 1925 from 1,049 to 2,650. During the last five years the percentage of the total teaching force with two or more years of college training has increased from 19.75 per cent to 42.2 per cent, more than twice as much. Nearly 5,000 Negro teachers now have training ranging from one to four years of college.

5. Financial Support of the Negro Schools. In schools, as in most of the enterprises of life, "money makes the mare go." Perhaps the success of too many things is measured by the money that goes into them; and yet, it must be admitted that money is at least a fair basis of measurement. Education costs money. During the two school years 1927-29, the last biennium for which complete data are available, North Carolina spent \$9,500,000 (plus) on its elementary and high schools for Negroes, and \$784,500 (plus) for higher education. Thus the total for Negro education at public expense those two years was \$10,284,500; and therefore, the average public outlay for each of those two years was \$5,142,250

(Continued on Page 27)

When Summer Comes

Aren't you glad when summer comes—
When all the trees are filled with plums—
When all the children bright and gay
Run out in the pasture lands to play?

Aren't you glad when summer comes?
Then 'tis time to go away
To watch the children fishing in the bay,
When summer comes.

Gloria Osborne.

A UNIT OF WORK—SWITZERLAND

(Continued from Page 22)

H. Visual Aids:

The teacher has a choice of 1,282 slides listed in the catalogue of Swiss lantern slides, secured from the Swiss Federal Railroad Co., 475—5th Ave., N. Y.

VI. Work Period

A. Fine Arts:

1. Picture painting and drawing.
2. Glass painting.
3. Pottery painting.
4. Painting of Swiss chalets.
5. Scenery making.

B. Industrial Arts:

1. Pottery making out of clay.
2. Wood carving.
3. Clay modeling of Swiss animals.
4. Sand-tray scene.

C. Manual Arts:

1. Making skis.
2. Making Alpinestocks.

D. Domestic Art:

1. Embroidering.
2. Sewing (Swiss flag, costumes for play).
3. Lace making—crocheting.

E. Domestic Science:

1. Making Swiss cheese sandwiches.
2. Making butter.
3. Setting table.
4. Preparing for a Swiss party.

VII. Outcomes

A. Knowledge of

1. Location of Switzerland.
2. Physical features.
3. Influence of physical features on the people, as far as the satisfying of the six needs of man are concerned.
4. Climate of people.
5. Influence of climate on activities of the people.
6. Plant and animal life in Switzerland.
7. Source of some of America's imports.
8. Switzerland's international relations.

B. Habits and Skills:

Habits

1. Talking definitely and to the point.
2. Using new words, added to the vocabulary, both in writing and speaking.
3. Using complete sentences.
4. Studying and working co-operatively in groups.
5. Exercising sound judgment.
6. Acquiring the habit of research through the use of books, libraries, observations, contributions.

Skills

1. Ability to use books, tools and other materials to the best advantage.
2. Ability to seek further for information.

3. Ability to stick to the point.
4. Ability to assume responsibility and to do independent thinking and working.
5. Ability to talk freely and fluently.
6. Ability to evaluate contributions made.
7. Ability to use materials at hand for the construction of creative work.
8. Ability to criticize work.
9. Ability to compare, associate and contrast facts about other people.

C. Appreciations and Attitudes:

1. A more sympathetic feeling toward people of other races.
2. A sincere appreciation of all things beautiful and artistic.
3. An appreciation of the interdependence of people and countries.
4. An appreciation of the struggle man has made to use the forces of nature to the best advantage.
5. A courteous consideration for all associates in the work.
6. An interested attitude toward the subject and school itself.

VIII. Leading on Values

1. A desire to learn how the physical environment of other countries has affected the people and their work.
2. A desire to continue research and investigation through problem solving and further experimentation with materials.

IX. Biography

A. Teachers:

1. Asbury, Thomas—Things Seen in Switzerland in Summer. Seely, Service & Co., Limited, London.
2. Atwood, Thomas—Home Life in Faraway Lands. Ginn & Co.
3. Burrows & Parker—Geography—Journals in Distant Lands. Silver, Burdett & Co.
4. Byers, H. L.—Switzerland and the Swiss. Zurich S. Orell, Tussli & Co.
5. Cadly, Will and Carine—Switzerland in Summer. Mills & Boon, Limited, London.
6. Cadly, Will and Carine—Switzerland in Winter. Mills & Boon, Limited, London.
7. Dana, W. S.—The Swiss Chalet Book. U. L. Comstock Co., N. Y.
8. Fox, Frank—Switzerland. Adam & Charles Black, London.
9. George, M. M.—Little Journeys to France and Switzerland, pp. 101-102.
10. Hasluck, P. M.—Wood Carving. Cassell & Co., Limited, London.
11. Rabenott, W. H.—Europe. American Book Co., pp. 180-186.
12. Sammis, J. L.—Cheese Making. Cheese Maker Book Co., Wis.
13. Story, A. L.—Swiss Life in Town and Country. G. P. Putman's Sons.

14. Stull, DeForest—A Course of Study in Geography, pp. 83-87.
15. Book of Knowledge—Vol. 10, 2988-92; Vol. 18, 5841-48.
16. Source Book, Vol. 2, 840.
17. National Geographic Magazine—Nov. 1915, Vol. 28, 502-510; March, 1922, Vol. 41, 277-292.
18. Pamphlets, booklets, posters and maps secured from: Bureau of Education, Swiss Legation, local steamship companies and the Swiss Federal Railroad Co., N. Y.

B. Children's:

1. Book of Knowledge, Vol. 10, 2988-92; Vol. 18, 5841-48.
2. Source Book, Vol. 2, 840.
3. Andrews—Seven Little Sisters, 43, 56.
4. Campbell—Story of Little Konrad the Swiss Boy.
5. Carpenter—Around the World with Children, 104-111.
6. Mereck and Holmes—Home Life Around the World.
7. McMurtry & Parkins—Elementary Geography, p. 219-223.
8. Perkins—The Swiss Twins.
9. Spyri, J.—Heidi.
10. Wade—Our Little Swiss Cousin.

Note: Where the pages are not indicated the entire book is to be used.

This project was culminated by a program known as a Day In Switzerland.

The children had written invitations to a few guests, parents, the teachers and principal of Bruce School to come see their exhibition and partake of a luncheon served by the children. This lunch consisted of sandwiches of brown bread and Swiss cheese served on "painted China". Milk was served in china painted at the art period.

The visitors were guided through Switzerland by one of the children who acted as a guide and explained all of the articles on display. This display consisted of the material preparation including the skis, alpenstock, golf sticks, sleds, ice skates, lace, a Swiss clock as well as pottery, made of clay and painted, vases, etc., painted, wood carving, embroidered articles etc., made by the children at their "activities" period. Compositions, booklets, original stories, problems and other types of reactions were also brought to the attention of the visitors.

The Travel Club now took charge and told the remainder of the class, through the minutes by the secretary, of the entire trip which was accompanied by a little drama entitled "Lost on the Mountains." Here these travelers came to the home of the Swiss peasant seeking shelter from a raging storm. They describe their adventures and are served with a Swiss lunch. After lunch the Swiss householders engage in a pleasant evening sitting around telling stories, etc., and the scene closes with the children in costume dancing the "Swiss May". Some of the pictures accompany.

NOTES ON PROGRESS IN NEGRO EDUCATION (Continued from Page 25)

for Negro education,—elementary, secondary and college. This is a considerable sum of money, and yet every one who is officially informed knows that more money should have been spent on the Negro schools. However, it is undeniable that reasonable progress in the expenditure of public money for Negro education is being made.

6. Summary. The comparative figures and statements in the preceding outline indicate that marked progress has been made in providing new class rooms, better prepared teachers, and supervisors in the elementary schools; an increasing number of accredited high schools, and remarkable expansion both in the physical plants and enrollments in colleges, as well as increasing expenditures for Negro schools of all types.

By reason of the fact that about two-thirds of the Negro children can now be provided for in good class rooms, that four-fifths of the teachers have one to four years of college training, and that all the higher institutions are pressing forward in teacher-training programs, it is logical to expect that the children in the schools will have the benefit of better and still better teaching.

OKLAHOMA

During the past two years we have been attempting to build up and strengthen the Negro high schools in Oklahoma. This has been done along with the usual work of providing the Rosenwald buildings, Jeanes teachers, and improving the quality of teaching done in the rural and elementary schools.

BRIEF SURVEY OF NEGRO EDUCATION IN VIRGINIA

In spite of the general depression it can be truthfully said that some progress has been made in Negro education in Virginia.

In the first place we have 54 counties in which county training schools operated during the session 1930-31, which is a gain of four over 1929-30. These schools during the present session have enrolled 12,236 students, of whom 2,715 are in the high school department. There is every reason to expect four or five more counties to start schools of this sort for the Negro children next session. Although Virginia has for a number of years striven to maintain an eight months' school term, it was not until this year that most of the Negro schools were operated for the legal term. In practically every county, except about four, the eight months' session was maintained. This fact is significant and very encouraging for Negro education.

While there was no gain during the present session in the number of Jeanes workers, still we had the same number this session as last in the field—60. Every effort will be made to hold what we have for next session and at the same time add two or three more, if possible.

This work is very important because of the fact that the Jeanes worker is able to go into all rural schools in her division and give material aid to teachers and students. There is always a feeling of pride in the annual accomplishments of these faithful helping-teachers.

While not many buildings have been put up during the present school year with assistance from the Rosenwald Fund, several large brick buildings have been erected. Attention is called to the new eight-teacher brick building at Halifax, Virginia, and the new seven-teacher building at Franklin, Virginia. We are justly proud to have had the honor of erecting the 5000th Rosenwald building in Elizabeth City county. This is a six-teacher brick building which has afforded a great deal of pleasure to both patrons and children. It is to be regretted that no more aid will be given by the Fund on two-teacher buildings because of the fact that several counties in which no Rosenwald building has been erected are waking up and are manifesting some degree of interest in better building facilities. In such counties where the Negroes are scattered there will never be any occasion for a building larger than a two-teacher structure.

An assistant to the State Agent has been generally given us by the General Education Board in the person of Mr. J. L. B. Buck, who has given his time almost exclusively to a study of the Negro high schools. Under his guidance several of our training schools have been added to the accredited list so that at the present time ten of our fifty-four county training schools have been accredited and several others have qualified for that honor for next session. There is a chance of securing a worker for the elementary schools for another year. With such a worker still greater progress will be made in the cause of Negro education in the future.

There is in the various counties a noticeable desire to do more for the Negro children on the part of school authorities than ever before, and under the stimulus of many young superintendents who have come into the work it is expected that the work will go forward steadily. State Superintendent Sidney B. Hall, who has recently taken up the work, has shown a fine interest in the cause of Negro education and will do all in his power to help promote Negro education throughout the State. Hence, taking all this into consideration and despite hard times the future looks bright for the cause.

THE FUNCTION OF A DIVISION OF EDUCATION WITHIN A COLLEGE

(Continued from page 24)

- a. The several departments of instruction serve the subject matter basic for professional work of teachers-in-training.
2. That in every subject-matter department of the college there be selected by the head of the department in question with the joint concurrence of the dean of the college and director of the educational faculty, a professor or instructor who has had either special training

in the particular subject or equivalent experience, to give the courses to the teachers-in-training.

3. For more definite purpose of coordination and integration it is strongly recommended that committees (probably styled as Committees on Interdepartmental Cooperation) be formed in connection with each department contributing to education and teacher-training within the college.
 - a. These committees should be composed of a member of the cooperating department in question, a member from the faculty of education, and the third member the dean of the college or some other member designated by him for him.
4. That periodic meetings or conferences be held for the specific discussions of problems directly relating to interdepartmental phases of the work.
5. That the laboratory-high school and the model elementary school be administered not only theoretically as parts of the department of education, but in actual practice, and that the instructors in these units be made to realize that they are not members of a separate high school or elementary unit as such, but full-fledged and participating members of the divisional faculty of education within the college or institution.
6. That a thorough survey be made of the best institutions who operate elementary and high schools as laboratories and teacher-training purposes to determine the best practice in this connection throughout the country.
7. That a course titled "Educational Research" be organized within the division of education, having as its specific aim the instruction of certain superior students into the knowledge and use of some of the instruments of research and investigation. The research would be elementary in nature, and the problems chosen for study would bear a direct relationship to the ability of the student and the opportunities and facilities afforded for investigation of such problems. Since education as a professional subject touches all fields more or less, such a proposed course would not be conducted by one instructor in education, but by several cooperating instructors from other departments.
8. That the division of education, degree-granting as it is, be guided in its general policy by the recommendations of the American Association of Teachers Colleges, but not in slavish fashion as to "paralyze variation and deter experimentation."

With the carrying out of these eight suggestions the present writer believes that the problem of coordination of a large and significant collegiate unit

like "Education" with the whole organic unit called the college, may approach, in a degree greater than at present, the desired solution, thus effecting the desired and needed institutional integrity. This present inquiry, however, is a mere preliminary effort on the part of the writer, serving as a great stimulus to him for persistent study in the field of the problem, in order that the opinions and reflections herein pooled might be unified in the future by objective fact, and that a flood of light may pour forth upon the subject.

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Survey of Higher Education for the United Lutheran Church in America, Vols., III, Bureau of Publications, Teachers College, Columbia University, 1930.

College and University Administration, Lindsay and Holland (Macmillan Co., 1930).

Teachers College Administration, G. W. Frazier (Warwick and York, 1929).

Supervised-Student Teaching, A. R. Mead (Johnson Publishing Co., 1930).

THE AUDITORIUM

(Continued from Page 8)

Negro Folk Dance—Carriabelle Cole—6th Grade Pupils.

Vocal Solo, "Since You Went Away"—J. R. Johnson. Lift Every Voice and Sing.

Thursday—1:30 P. M.

My Old Kentucky Home—Glee Club.

A Pageant, "Distinguished Heroes and Heroines," acted by 5th Grade Pupils.

Swing Along—Will Marion Cook—Teachers' Chorus. America.

Flag Salute.

Friday—11:00 A. M.

Go Down Moses.

Let Us Cheer the Weary Traveler—Glee Club.

Remarks—Principal.

Address, "The Present Duty of the Negro."

Selections—Teachers' Chorus.

Lift Every Voice and Sing.

Flay Salute.

Christmas Song

Prelude, "He Shall Feed His Flock"—Pupil.

Processional, "O Come All Ye Faithful"—Glee Club.

Joy to the World—The School.

Bible Reading, St. Luke, 2nd Chapter—Pupil.

Christmas Carol.

Santa Claus So Jolly—Kindergarten.

A Christmas Play—First Grades.

Christmas Bells—Second Grades.

Santa Claus Land—Third Grade.

Silent Night, Holy Night—The School.

Dramatization, We Three Kings—Boys and Glee Club.

Solo, "Under the Stars"—Pupil.

Christmas Eve—Glee Club.

The Christmas Tree—Grades 1, 2, 3.

There's a Song in the Air—5th Grades.

The Birthday of a King—6th Grades.

O Little Town of Bethlehem—The School.

A Song for Christmas—4th Grades.

Dramatization, "Good King Wenceslas"—Boys and Glee Club.

It Came Upon the Midnight Clear—Grades 4, 5, 6.

Hark, the Herald Angels Sing—The School.

Good Night and Christmas Prayer—Glee Club.

An Institute for Boys and Girls

Master of Ceremonies—Pupil.

The Beautiful Blue Danube (with synopsis)—Glee Club.

Old Folks at Home (with synopsis)—Glee Club.

Song, "My Creed"—Neighboring Schools.

Address, "Character Development Through the Lives of Mozart, Phyllis Wheatley, Sojourner Truth and Frederick Douglass"—By the President of the Miner Teachers' College.

Thank You—Principal.

Goin' Home.

Heav'n, Heav'n—Neighboring Schools.

Flag Salute.

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1. THE ANNUAL CONVENTION:

At its Annual Convention, the Association brings to the teachers of the State some of the outstanding educators of the country. For three days the delegates live in an atmosphere surcharged with high educational ideals. The information and inspiration gained at the convention give the teachers an ever enlarging vision of the vital importance of their profession.

2. THE VIRGINIA TEACHERS' BULLETIN:

The official publication of the Association issued four times a year, gives the members of the Association a medium through which they may pass on the result of their research to their fellow teachers. Through timely articles and notes and news of the progress in Negro education in the state, it serves as a unifying agent for the entire teaching force of the Commonwealth. It is free to members.

3. THE SPEAKERS' BUREAU:

By means of the Bureau, the State Teachers Association offers to the cities and counties of Virginia a service that has been of incalculable influence in advancing the cause of education throughout the state. Each year more than two score of the Virginia's leading educators travel the length and breadth of the state carrying the gospel of education to whatever community may desire their services. The Association bears the entire travel expense of each speaker.

4. THE VOCATIONAL GUIDANCE PROGRAM:

Years ago, the Association saw the imperative need of helping our boys and girls make a wise choice of their life occupation. Vocational guidance campaigns under the Association's direction have become a regular part of the organization's activities. The wisdom of this movement becomes more and more apparent as the years pass. The addresses and discussions at this year's convention will emphasize the importance of this phase of the Association's program.

5. STATE CHAMPIONSHIP ORATORICAL AND DEBATE CONTESTS:

The Association feels that it is a worthwhile investment to encourage oratory and debate among the accredited high schools of Virginia. In this day of mechanized speech, oratory and debate bid fair to become lost arts. The Association helps to furnish the trophies for the Annual State Oratorical contest at Virginia Union University and bears the traveling expenses of the teams and judges for the Annual State Debate Championship contest at Virginia State College.

6. EDUCATIONAL RESEARCH DEPARTMENT:

This is one of the most valuable departments of the Association's program. Each year the Secretary of Educational Research presents to the Association at its Annual Convention the results of his study of some important question affecting Negro education in Virginia. His report is published in THE BULLETIN. These reports have aided materially in bringing about much needed reforms.

7. TEACHER PLACEMENT BUREAU:

Through this Bureau the Association endeavors to find work for its members in keeping with the grade of their certificates.

8. THE DISTRICT CONFERENCES:

Every year, one-day educational Conferences are held in most of the Association's eleven districts. These Conferences are addressed by noted educators, interesting demonstrations are presented, and vital discussions engaged in. The District Conferences make it possible for practically every teacher in the state to attend a professional convention during the year. Nearly all of the Division Superintendents give their teachers leave to attend the conference without loss of pay.

ARE YOU A MEMBER OF THE STATE TEACHERS ASSOCIATION?

Every Negro teacher in Virginia should be a member of the State Teachers Association. The larger the membership, the more effective will be its program. Negro children in Virginia need longer school terms, more and better school buildings and equipment, school busses, better trained and better paid teachers. Public sentiment is slowly moving in the direction of these reforms. Negro teachers as an organized body can have a tremendous influence in arousing an awakened public conscience.

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